THE ASIAN AMERICAN COLLEGE EXPERIENCE AT A DIVERSE INSTITUTION:

CAMPUS CLIMATE AS A PREDICTOR OF SENSE OF BELONGING

A Dissertation Presented to the
Faculty of the College of Education
University of Houston

In Partial Fulfillment
of the Requirements for the Degree

Doctor of Education

by

Alison N. Von Bergen

December 2012

THE ASIAN AMERICAN COLLEGE EXPERIENCE AT A DIVERSE INSTITUTION: CAMPUS CLIMATE AS A PREDICTOR OF SENSE OF BELONGING

A Dissertation for the Degree

Doctor of Education

by

Alison N. Von Bergen

Approved by Dissertation Committee:

_____
Dr. Catherine Horn, Chairperson

_____
Dr. Yali Zou, Committee Member

_____
Dr. Alexander Schilt, Committee Member

_____
Dr. William Munson, Committee Member

_____
Dr. Robert H. McPherson, Dean
College of Education

December 2012

Acknowledgements

My achievement of a doctorate degree would not have been possible without the continuous love, support, and encouragement from my family, friends and colleagues. I am blessed to have an amazing network of people that I would like to thank for helping me on this journey.

I am forever grateful to my advisor and chair, **Dr. Catherine Horn** who never gave up on me and continued to provide me with feedback and guidance even when she was half-way around the world. Thank you for pushing me to finish this dissertation, even when I didn't think it was possible; your faith in my ability has been a true motivator.

I would like to thank **Dr. Yali Zou** for helping teach me the rewards of qualitative research and for introducing me to the Chinese culture, both in your home and abroad. Your life is an inspiration and I truly appreciate your many words of wisdom and kindness throughout this process.

I also want to thank **Dr. Alexander Schilt** for having my best interest at heart and pushing me towards new career pursuits, never allowing me to settle for the status quo. You've taught me the importance of a simple dinner party. It's amazing the friendships that develop and the things one can learn about love, life, academia, and research by merely sitting around a dining room table. It's a tradition I plan to continue and a lesson I take with me in life.

Dr. William Munson, since that first day when I met you as a new professional, you've always been willing to share your knowledge and experience as a student affairs administrator. I thank you for the time and insight you've given me.

To my parents, **C.W. and Leslie Von Bergen**, you have been my greatest teachers and supporters of my life. You raised me to follow my dreams, taught me the importance of an education and showed me how to live life to the fullest. Words cannot begin to express how blessed I feel to have you as parents. Thank you for your love, humor and encouragement. I especially thank you for reading every word of the final draft and providing valuable feedback all without even threatening to charge me for your services.

I am also grateful to my sister, **Beth Von Bergen**. Thank you for your patience, prayers and understanding over the last few years. The dedication you show your students and your innate giving spirit inspires me to be a better person, not just in my career, but in life.

I owe a large debt of gratitude to **Caleb Wells**, my best friend and soon to be husband. I knew you were the "one" when you weren't intimidated by my doctoral pursuits, but excited and proud. Your never wavering enthusiasm, support, love, and humor have helped me overcome the challenges of finishing this dissertation. Thank you for helping to instill a new-found confidence in myself, humoring me with my mood swings, and encouraging me to write when I had no desire to do so. I can't wait to begin our lives together and to discover all that our future holds!

I thank my mentor, **Dr. Kathy Anzivino**. Without your encouragement, I don't even know if I would have pursued this degree. You motivated me to apply for this program and have been my constant "cheerleader" throughout the entire process. Thank you for challenging me to become a better professional and seeing potential in my

abilities. I only hope that one day I can mentor someone and show them the same love, care and trust that you've always shown me.

My experience in this program would not have been the same without the connections I made within the higher education cohorts. It's been a blessing to share this experience with you and to witness the positive changes we've all undergone, both academically and personally. I especially want to thank **Randi Weintraub Betts, Mac Griswold, Pam Shefman, Mosadi Porter,** and **Jerry Pyka** who have all supported me in their own special ways. Lastly, I want to thank **Raven Jones,** my academic partner; I can't imagine having gone through this adventure without you.

To all of the student affairs practitioners, whether you were helping me find research participants or hosting a happy-hour stress reliever, your friendship and support is much appreciated. I especially want to thank **Melissa Abram-Jackson** for teaching me the beauty of being a "late-bloomer" and showing me what an intelligent, beautiful, confident woman looks like. To **DuJuan Smith,** for being my rock and constant sounding-board. You are a born leader and motivation to others, without even realizing it. To **Kristal Statler**, who has been one my greatest friends, colleagues and confidents since our first days as "double trouble" back in CASO; thank you for all the laughter and love. To **Carrie Miller,** for being my heart. Your passion and love for students reminds me why I entered this field. Thank you for always speaking for what you believe in and encouraging me to do the same.

I also want to thank all of my long-time best friends who supported me even though this process was foreign to you. Thanks for your patience, understanding, and willingness to keep inviting me to events even when I would become a social recluse,

disappearing for weeks at a time into my research cave. I promise that you will never hear me use my dissertation as an excuse again.

THE ASIAN AMERICAN COLLEGE EXPERIENCE AT A DIVERSE INSTITUTION:

CAMPUS CLIMATE AS A PREDICTOR OF SENSE OF BELONGING

An Abstract
of a Dissertation Presented to the
Faculty of the College of Education
University of Houston

In Partial Fulfillment
of the Requirements for the Degree

Doctor of Education

by

Alison N. Von Bergen

December 2012

Von Bergen, Alison N. "The Asian American College Experience at a Diverse Institution: Campus Climate as a Predictor of Sense of Belonging." Unpublished Doctor of Education Dissertation, University of Houston, December 2012.

Abstract

The purpose of this study was to examine the experiences and perceptions of Asian American students at a large, diverse, public institution in order to assess the current campus climate and how this climate may relate to these students' sense of belonging on campus. The conceptual framework used Hurtado, Milem, Clayton-Pederson and Allen's (1998) dimensions for understanding the campus climate, focusing primarily on the behavioral and psychological aspects of campus climate. Specifically, the study sought to answer the question: Do the perceptions of the campus climate affect Asian American college students' sense of belonging on a campus with a diverse student body?

This study incorporated a mixed method approach consisting of a series of surveys and interviews. Quantitative data were collected through three different surveys: The Campus Connectedness Scale (Lee & Davis, 2000; $\alpha = .92$), the Cultural Congruity Scale (Gloria & Robinson-Kurpius, 1996; $\alpha = .88$) and the University Environment Scale (Gloria & Robinson-Kurpius, 1996; $\alpha = .85$). To examine the relationship between perceptions of campus climate and overall sense of belonging, Pearson's correlations, analyses of variances, and simple linear regressions were utilized. This study also used student interviews as a qualitative method to supplement the quantitative data.

Findings indicated that Asian American students' perceptions of the campus climate were strongly related to their sense of belonging via their cultural congruity on

campus. Specifically the full regression models identified that campus climate significantly predicted cultural congruity ($F = 42.38$, $p < .05$) and sense of belonging ($F = 19.55$, $p < .05$). When tested for mediation, campus climate was a predictor of sense of belonging ($\beta = .38$, $t = 4.42$, $p < .05$); when cultural congruity was entered on the first step, followed by campus climate, the relationship between campus climate and sense of belonging was no longer significant ($\beta = .15$, $t = 1.63$, $p > .05$).

The qualitative findings from the interviews indicated that these students viewed their campus as extremely unique, free of any race-related issues. They also emphasized the importance of student organizations in creating positive feelings of belonging on campus. Reasons for these perceptions revolved around a color-blind ideology as well as a "big-city" exclusion rationale; these students believed their campus, as part of a large urban city, was absent of racial discrimination and stereotypes.

Higher education administrators must have the responsibility to ensure a welcoming and supportive environment for all students, including Asian Americans. As the review of literature will demonstrate, too often the Asian American college experience is overlooked or minimalized in academic research. University officials may use the information gained from this study to implement programs and services that support a more successful and rewarding college experience for Asian American students.

Table of Contents

List of Tables

Chapter I

Introduction

In 1978, U.S. Supreme Court Justice Lewis Powell established the importance of student diversity in the Bakke case. He concluded in *Regents of the University of California v. Bakke* (1978):

> The attainment of a diverse student body…clearly is a constitutionally permissible goal for an institution of higher education. Academic freedom…long has been viewed as a special concern of the First Amendment. The freedom of a university to make its own judgments as to education includes the selection of its student body…The atmosphere of 'speculation, experiment and creation'— so essential to the quality of higher education — is widely believed to be promoted by a diverse student body (pp. 311-312).

The Supreme Court has since emphasized that diverse student bodies are an important component of higher education because diversity helps to expand students' knowledge and prepare them to become better citizens and leaders in our society (*Grutter v. Bollinger*, 2003; Milem, Chang, & Antonio, 2005). Higher education continues to become more diverse as the United States becomes more multicultural (National Center for Education Statistics, 2011). In order to address the needs of an increasingly diverse student body and society, higher education administrators need to understand the impact that institutional campus climate can have on students' perceptions, college experiences and overall academic success.

Students who are exposed to diversity experience many positive educational outcomes. Regardless of the type of institution, multicultural experiences in college have

been found to be positively related to desirable college outcomes such as satisfaction, retention, and degree aspirations (Chang, 1999; Umbach & Kuh, 2006). Umbach and Kuh (2006) found that students who were in engaged in diversity-related activities reported greater opportunities for collaborative learning, higher levels of academic challenge, more satisfaction with their college experience, and a more supportive campus environment. In addition, students who experienced campus diversity show an increase in critical thinking, civic engagement, cultural awareness and commitment to understanding racial differences (Astin, 1993; Chang, Witt, Jones, & Hakuta, 2003; Gurin, 1999; Milem & Hakuta, 2000). Diversity experiences positively influence students' overall satisfaction with the college experience and perceptions of the campus environment (Astin, 1993; Chang, 1999; Milem & Hakuta, 2000).

Diverse student bodies give students the opportunity to interact with those from different backgrounds, thereby giving students the chance to develop better understanding and appreciation of differences. Campuses that are more racially and ethnically diverse tend to offer more varied educational experiences that enhance student learning and better prepare them for a multicultural world after graduation (Chang, et al., 2003; Tierney, 1999; Umbach & Kuh, 2006). For students to gain the educational benefits of a diverse campus, though, it requires more than simply having a diverse student body; students must be integrated into the campus and feel a sense of belonging (Hurtado, Milem, Clayton-Pedersen, & Allen, 1998, 1999; Milem & Hakuta, 2000). Although students benefit from exposure to diversity initiatives, the impact is greater when there is significant compositional diversity (Pike & Kuh, 2006).

Campus Climate and Sense of Belonging

Institutions, in order to provide the educational benefits of diversity, must understand their campus climate. Regardless of the racial composition of the student body, all students must feel they are valued members of the institution. The campus climate, and students' perceptions of this climate, can significantly impact their sense of belonging. Students who feel they are valued members of the campus community are more likely to have a positive college experience. A sense of belonging on campus impacts students' overall satisfaction and success with their entire college experience (Cress & Ideka, 2003; Gurin, Dey, Hurtado, & Gurin, 2002).

Several aspects of the college experience have been found to impact students' sense of belonging, including interactions with peers and faculty members, extracurricular activities, and perceptions of the campus racial climate (Cabrera, Nora, Terenzini, Pascarella, & Hagedorn, 1999; Hoffman, Richmond, Morrow, & Salomone, 2003; Hurtado & Carter, 1997; Hurtado & Ponjuan, 2005; Nora, Kraemer, & Itzen, 1997). Tinto (1993) referred to the effects of peer groups and faculty interactions as the integration of the social and academic components of a student's college experience. Students are more likely to persist in school if their university integrates the academic and social aspects of the college culture, thereby helping students find their "fit" on campus. Students who feel afraid or out of place in the mainstream school culture have difficulty adjusting and becoming involved in college (Yeh, 2007). If these students are dissatisfied with the campus climate, or do not have a sense of belonging, they are "unable to establish … the personal bonds that are the basis for membership in communities of the institution" (Tinto, 1993, p.56; Nora & Cabrera, 1996; Pascarella &

Terenzini, 2005). Simply put, students who feel more connected to their university are more likely to persist and be successful, while students who do not feel such connections are more likely to drop out (Tinto, 1993).

Students' interactions with others from different racial/ethnic groups, while leading to many positive individual outcomes, has also been found to help improve students' perceptions of the campus climate and overall sense of belonging (Antonio, 2001; Chang, 2001; Hu & Ku, 2003; Hurtado et al., & Allen, 1999; Pike & Kuh, 2006; Umbach & Kuh, 2006). Additionally, dissatisfaction with the campus climate, and experiences with racial prejudices and discrimination, are associated with a decrease in sense of belonging, lower levels of institutional attachment and a decreased likelihood of retention among racial/ethnic minority students (Harper & Hurtado, 2007; Hurtado & Carter, 1997; Museus, Nichols, & Lambert, 2008; Pascarella & Terenzini, 2005). Therefore, it is important that students spend time with their peers, but more specifically it is important for them to engage with diverse peer groups.

Studies have sought to understand how students of different racial and ethnic groups experience these phenomena. For example, African American students report they receive different treatment and are less satisfied with their campus experience than their peers (Ancis, Sedlacek, & Mohr, 2000; Cabrera & Nora, 1994). Latino students who perceive hostile campus climates have decreased feelings of belonging and report that their interactions with peers are negatively influenced (Hurtado & Carter, 1997; Hurtado & Ponjuan, 2005). Less, however, is known about the Asian American college experience.

While Asian Americans (AA) are the fastest growing minority group in higher education, they are often overlooked when it comes to campus programs, services, and academic research (Higher Education Research Institute, 2007). As an example, Poon (2008) assessed seven of the higher education journals from 1996 to 2006 and found that only thirteen out of 2,660 articles specifically focus on AAs.[1] Similarly, Harper and Hurtado's (2007) review of research studies pertaining to student experience with race prior to 1992 found that out of 35 articles, none addressed AA students. When AA students are included in research investigations, most often they are used as a comparison group rather than the main focus of a study (Harper & Hurtado, 2007). Underlying reasons for the paucity of research might be due to the various stereotypes and myths surrounding AAs that often shape these students' college experience (Accapadi, 2005). Too often AA students, because they are perceived to be high academic achievers (Accapadi, 2005; Rohrlick, Alvarado, Zaruba, & Kallio, 1998; Sue & Sue, 2007), are not thought to need attention or assistance. AA students are sometimes one of the largest minority groups on campuses, yet they do not receive the same attention or resources as other minority groups since they are typically not considered "under represented" (Accapadi, 2005; Rohrlick et al., 1998).

Research on AA students' perceptions of campus climates points to varied experiences. For example, Harper and Hurtado (2007) concluded that AA students were generally satisfied with their college experiences related to other racial/ethnic minority groups; other studies, however, revealed that AA students encounter significant problems at predominately White institutions (Johnson, Soldner, Leonard, Alvarez, Inkelas, Rowan-Kenyon, &Longerbeam, 2007; Museus, 2008; Rankin & Reason, 2005). Studies

[1] *The Journal of College Development* published ten of the thirteen articles.

typically show AA students' college experiences having similar or more challenges than African American or Latino students in terms of overall satisfaction, campus involvement, and positive wellness outcomes (Cress & Ikeda, 2003; Liang, Li, & Kim, 2004; Massey, Charles, Lundy, & Fischer, 2002). Thus, AA students face many challenges and stereotypes associated with their race that can impact their sense of belonging and overall college experience.

Since sense of belonging is linked to a more successful college experience, it is imperative that higher education institutions provide environments that are welcoming to all students. Administrators must recognize the value of a diverse campus in order to help students achieve the associated educational benefits. The current study adds to the research literature by assessing AA students' perception of their campus climate and how this may impact their sense of belonging at a large diverse institution.

Purpose of this Study

Over the last decade AAs have experienced the fastest rate of population growth in the nation. According to the U.S. Census (2010a), the AA population grew from 10.2 million in 2000 to 14.7 million in 2010, an increase of 43%, which is more than any other racial group. Over the next half century, they are predicted to grow faster than any other major population, including African American, White, and Hispanic populations (Reeves & Bennett, 2004), and the U.S. Census Bureau estimates that the overall Asian population will increase to 40 million in 2050 (National Commission on Asian American and Pacific Islander Research in Education, 2011).

In regards to higher education, AA students are projected to be one of the fastest growing student populations (National Commission on Asian American and Pacific

Islander Research in Education, 2011). Until the 1970s AAs had relatively small numbers on U.S. college campuses. However, between 1979 and 2009, the AA college enrollment grew from 235,000 to 1.3 million. AA university student numbers have nearly doubled each decade, from 0.8% in 1971 to 8.8% of the total U.S. college student enrollment in 2005 (Higher Education Research Institute, 2007). The National Center for Education Statistics (2011) estimates that AAs will continue to become more prevalent on college campuses. According to The National Commission on Asian American and Pacific Islander Research in Education (2011), college enrollment of AA will increase nearly 30 percent between 2009 and 2019. Contrary to the common perception that AA students are most likely to attend private four-year institutions (The National Commission on Asian American and Pacific Islander Research in Education, 2011); the majority of AA students attend nonselective or minimally selective public institutions. More that 69 percent of AA students are enrolled in public institutions, with nearly half of all such AA students attending college in California, New York and Texas (National Commission on Asian American and Pacific Islander Research in Education, 2008/2011).

The current study takes place at a public-four year institution in one of these states where the AA student population is higher than the national average. Yet, even with these increasing percentages of student attendance, rarely is the AA college experience mentioned, and investigators have generally neglected to assess the experiences of this key university segment (Accapadi, 2005; Alvarez, 2002; Hune & Chan, 1997; Kodama, McEwen, Liang, & Lee, 2002; Rohrlick et al., 1998). The current study addresses this research gap and helps to enhance the understanding of the AA college experience. Providing additional information on AA perceptions of campus

climate will help to show on how these perceptions can impact AAs sense of belonging and satisfaction. Additionally, it is important to understand how the climate of a university campus may be a factor in AA's college experience and overall persistence in college (Alvarez, 2002; Liang, Lee, & Ting, 2002; Wang, Sedlacek, & Westbrook, 1992). This study builds upon past research by assessing how a student's sense of belonging, and ultimately satisfaction with their institution, is influenced by the campus climate. Hurtado, et al. (1998) have argued that, "Campus climate research enables campuses to better understand institutions and their impact on students, student responses to climate issues, and relationships that develop among diverse students ..." (p. 296). Specifically, this study seeks to answer the following research question: Do the perceptions of the campus climate affect AA college students' sense of belonging on a campus with a diverse student body?

Highlighting the AA perceptions and feeling of inclusion on campus will help higher education administrators better serve this growing undergraduate population. In order to help AA students have a positive college experience, Student Affairs professionals must understand AA perceptions of campus climate and how this may influence their experience. Assessing the campus climate is an important factor in understanding the persistence and satisfaction of AA students. Student Affairs professionals must develop a better understanding of AA students in order to provide appropriate services and resources for such students (Accapadi, 2005; Alvarez, 2002).

Definition of Terms

Asian American. AA refers to students whose ancestry is from Asia. The U.S. Census (2010b) defines the Asian race category as "…a person having origins in any of

the original peoples of the Far East, Southeast Asian, or the Indian subcontinent, including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand and Vietnam" (p. 3). This term encompasses a student population with a multitude of background characteristics, cultures, languages, religion, and so forth. Use of this term does not presume that all AA students have the same experience. This term is used to assess the common shared experience of these students at one particular institution. AA is a common term used in institutional data and within U.S. society and will be used in this study to address undergraduate college students who self-identify themselves as AA.

Sense of Belonging. The 1949 *Student Personnel Point of View* statement of the American Council of Education (ACE, 1949) stressed the importance for students to feel a sense of belonging to their campus. ACE defined a student's sense of belonging as "finding a role in relation to others which will make him feel valued, will contribute to his feeling of self-worth, and will contribute to a feeling of kinship with an increasing number of persons" (American Council on Education, 1949, p. 22-23). Lee, Draper, & Lee (2001) elaborated on this concept, adding that "People with high connectedness tend to feel very close to other people, easily identify with others, perceive others as friendly and approachable, and participate in social groups and activities" (p. 310). For the purpose of this study, sense of belonging is referred to as students' feelings of affiliation, identification and sense of connectedness with the campus. This is a widely used definition of belonging in the research literature (Bollen & Hoyle, 1990; Hoffman et al., 2003).

Campus Climate. There are numerous definitions of campus climate that incorporate many variables resulting in excessively broad definitions (Hart & Fellabaum, 2008). For example, the California Postsecondary Education Commission defined campus climate as "the formal and informal environment—both institutionally and community-based—in which individuals learn, teach, work and live in a post-secondary setting" (1992, p. 2). Harris and Nettles (1996) described campus climate as "the attitudes, behaviors and pre-college characteristics of students combined with norms, ideologies, and values of their institutions to create a campus climate. The climate of an institution is therefore comprised of interactions between student characteristics and the characteristics of their institutions" (p. 331). For this study, campus climate refers to the perceptions, attitudes and expectations that define the institution. This definition was chosen as it is the most utilized and all-encompassing definition of campus climate in higher education research (Chang, Witt, Jones, & Hakuta, 2003; Hurtado et al., 1999; Milem et al., 2005; Peterson, & Spencer 1990).

Campus Diversity. The U.S. Supreme Court has emphasized that diverse student bodies are an important component of higher education because diversity helps to expand students' knowledge and prepare them to become better citizens and leaders in our society (*Grutter v. Bollinger*, 2003; Milem et al., 2005). A campus that has a student body composed of diverse races and ethnicities has significant benefits for all students as indicated earlier (Gurin, 1999). The Association of American Colleges and Universities (2011) define diversity as, "Individual differences (e.g., personality, learning styles, and life experiences) and group/social differences (e.g., race/ethnicity, class, gender, sexual

orientation, country of origin, and ability as well as cultural, political, religious, or other affiliations).” Thus diversity is one critical component of the overall campus climate.

Campus diversity does not simply mean increasing the number of diverse students, but rather involves many dimensions of the university including the curriculum, activities, history, support systems, percentage of faculty and staff who are of different racial/ethnic backgrounds, as well as other factors (Hurtado, 2001, Hurtado et al., 1998, 1999). This study will focus on one aspect of diversity; the composition of the study body in terms of racial and ethnic differences on a college campus.

Summary

This study will provide additional information about the AA college experience including a more in-depth understanding of these students’ perceptions of campus climate and sense of belonging at a diverse urban institution. The next chapter includes a review of literature on stereotypes of AA students, sense of belonging, campus climates, and the value of diversity on a college campus. The literature review will cover differences in perception by race, the impact of faculty and academic interactions, as well as social integration, and peer support.

Chapter three covers the methods used to conduct this study including data collection, procedures, and data analysis. Chapter four presents the results of the study, including responses from three surveys that were distributed to student participants. Finally, chapter five concludes with a discussion of the major findings, the limitations of the study, and recommendations for future research.

Chapter II

Literature Review

In order to enhance the understanding of the AA college experience, this chapter begins with a discussion of some of the unique characteristics of the AA experience while focusing on various stereotypes that AAs students' encounter. Next, this chapter will discuss the importance of students' perceptions of campus climate, followed by a conversation on the educational benefits that students receive from a diverse campus. Lastly, this chapter will conclude by emphasizing the impact that sense of belonging can have on the college experience. The literature review outlined in this chapter demonstrates that perceptions of campus climate and sense of belonging are important concepts to consider regarding undergraduate student success, yet they have been largely overlooked as factors that contribute to the AA student college experience.

The Unique Asian American Experience

Despite the diversity of the AA population, these students are often grouped into two monolithic stereotypical categories: the model minority (Accapadi, 2005; Kodama et al., 2002; Rohrlick et al., 1998; Wu, 2002) and the perpetual foreigner (Suzuki, 1994; Takaki, 1998; Wu, 2002). These stereotypes promote misconceptions of the AA college experience and may be the reason for the lack of academic research, programs, and services geared specifically towards AA students on college campuses. AAs become the "invisible minority" on college campuses as they are deemed to be a minority group that does not need much attention and are "invisible" when it comes to campus policies and programs (Hune, 2002; Park, Lin, Poon, & Chang, 2008; Rohrlick et al., 1998; Sue &

Okazaki, 1990). The following discussion highlights these stereotypes and also explains how these students face distinctive challenges due to their race.

Pan-Ethnic Identity. As a racial group, AAs include 48 distinct ethnic categories (e.g. Chinese, Japanese, Filipino, Korean, Vietnamese, etc.; National Commission on Asian American and Pacific Islander Research in Education, 2011; U.S. Census Bureau, 2010). There is no single AA ethnic composition; in fact there are more differences than similarities between the many groups defined as AA. It is an extremely heterogeneous group with different cultures, languages, and customs and so no simple definition can describe AA students as a whole (Hune, 2002; National Commission on Asian American and Pacific Islander Research in Education, 2008). In fact, the term "Asian American" was created as way to help end segregation so that AAs could voice their concerns as a unified group to fight for equal rights (Hune, 2002). Maintaining a pan-ethnic identity, however, can be a challenge as there are so many specific interests.

Since so many ethnic groups are categorized as AA, American society tends to oversimplify the AA racial group and assume that all members are the same (Atkinson, Morten, & Sue, 1989; Inkelas, 2000; National Commission on Asian American and Pacific Islander Research in Education, 2008). Contrary to this assumption, AAs are extremely diverse in their ethnicities, cultural values, socio-economic classes, identities, religions, occupations, and so forth (Hune & Chan, 1997; Suzuki, 2002). Too often statistics on AA represent the particular Asian ethnic groups that have achieved high levels of academic success when in fact other Asian ethnic groups exhibit lower levels of academic success than other racial groups (Museus, 2008). Likewise, the complexity of

the AA racial group may be underestimated when it comes to college advising, campus involvement, or leadership activities (Liu & Sedlacek, 1999).

Model Minority Myth. One of the reasons that AA students may receive less attention than other minority groups is the widespread stereotype that AAs are a "model minority" (Rohrlick et al., 1998). The term "model minority" was first used in the 1960s during the civil rights movement in order to describe AAs as an example of a minority group that could overcome discrimination and be successful in the United States (Rohrlick et al., 1998). This myth developed from comparing the "disobedient" groups, typically African Americans, and the "model" group of AAs. This stereotype characterizes AAs "as pulling themselves up by their bootstraps, intelligent, gifted in math and science, polite, quiet, hard-working, family-oriented, law-abiding and successfully entrepreneurial, with few societal problems and little complaint[s]" (Japanese American Citizens League, 2009, p. 3). Too often AAs, as a consequence of the model minority myth, are used in comparison to other minority groups because they are seen as the more desirable minority group (Wu, 2002).

In higher education, AA students are mistakenly believed to be taking over the classrooms and increasing academic competition. Mass media has helped to promote such stereotypes with misconstrued images of AA students as students who are taking over schools, raising test scores and ruining any grading curve (Hwang, 2005). They are often referred to as the "model minority" because of their overrepresentation in higher education, and their perceived high academic standards (Sue & Sue, 2007).

Though the term "model minority" may appear to be a positive attribute, in reality it continues the stereotyping of this population and can be attributed to many negative

factors (Rohrlick et al., 1998). This model minority myth may be detrimental to the success of AA students because it implies that they are able to succeed with little support or resources. Rohrlick et al. (1998) gives a great illustration of how institutions traditionally have ignored or simply overlooked AA students. The researchers distributed a questionnaire to 132 graduating seniors at the University of Michigan to measure these senior students' overall college experience, satisfaction with services, extracurricular activities and perceptions of campus climate. Prior to this study, AA students were often grouped in the same category as White students since they shared similar academic profiles and retention rates. Within this study, the only reason AA students were separated into their own group was to help see comparisons between the "underrepresented students" (i.e. African Americans and Latinos) and White students.

This investigation found that there were significant differences between AA and White students. AA students reported that they did not gain critical skills, had a negative perspective of the campus climate, and were less satisfied with their college experience than White students. Rohrlick et al. (1998) stated:

> These findings were not expected. When measured by enrollment, retention, college grades, and graduation rates, AA students appear to be among the most successful students on our campus. It is incongruous, then, to find that their assessment of their undergraduate experience is less positive than other students, and troubling that their greatest difference occur in areas central to the University's mission such as the development of writing and communication skills, gains in critical thinking and experiences with faculty in the classroom (p. 9).

This study highlights administrators' misconception that AA students do not need support services on campus as AA students are typically not thought of as students who are educationally at risk.

People assume that AA students are succeeding in higher education and that their experience is the same as White students simply due to their increased enrollment rates and the widespread media attention highlighting their educational success (Rohrlick et al., 1998; Yeh, 2007). Unfortunately, achievements of successful AA students often overshadow the difficulties of the at-risk AA students. While there are those Asian ethnic groups that do succeed at high rates in higher education, the groups that struggle are often overlooked (Bennett & Debarros, 1998).

Perpetual Foreigner Myth. The perpetual foreigner maintains the stereotype that AAs are not true Americans and that they are visitors to this country. AA students are viewed to have allegiances to their "home" country notwithstanding that they are American citizens (Takaki, 1998). Those holding the perpetual foreigner framework describe AAs as dishonest and deceitful (Suzuki, 1994), leading to the belief that AA students should be viewed with suspicion and mistrust.

Researchers believe that this stereotype may significantly contribute to discriminatory treatment of AAs in American society (Kim, 1999; Uba, 2002). Often this discrimination is not exhibited through overt signs of racism, rather through covert, subtle comments that may seem harmless. Examples of this stereotype include questioning AAs on where they were born or complimenting their English language skills (Liang et al., 2004). These types of comments reflect the notion that AAs are outsiders, and that they are not part of American culture (Wu, 2002).

Thus, this stereotype can be a substantial problem for AA students. These students were born and raised in the United States but may be treated as if they don't belong. This misconception can ultimately lead to feelings of isolation and inferiority

(Sue, Capodilupo, Torino, Bucceri, Holder, Nadal, & Esquilin, 2007) and threaten their entire identity (Cheryan & Monin, 2005). Without new research about AA students, the "model minority" and "perpetual foreigner" myths will continue to limit understanding of these students and what resources they need to succeed.

Challenges. In addition to these stereotypes, AA students encounter many challenges that often go unnoticed by university administrators (Accapadi, 2005; Kodama et al., 2002; Suzuki, 2002; Yeh, 2007). The model minority myth leads university administrators to mistakenly believe that AA students come into higher education better prepared and therefore more likely to succeed and graduate (Astin, 1993; Rohrlick et al., 1998; Tinto, 1975; Yeh, 2007). Yet, like most students, AAs are found to experience a variety of challenges throughout their college career.

The Higher Education Research Institution (2007) from the University of California, Los Angeles (UCLA) conducted the largest study on AA college students to date. They surveyed 361,271 first time, full-time undergraduate AA students who attended first choice institutions from 1971-2005. In 2005, when this study was conducted, 51.8% of AA students reported that they were compared to the national population of 69.8% (and 68% of the 1974 cohort). This study found that AA students were also more than twice as likely as the national population to apply to six or more colleges.

These findings demonstrate that, contrary to the model minority myth, AA students often apply to more institutions and are less likely to be attending their institution of choice. This is just one example of how AA students' actual experiences contradict the assumptions of the model minority myth. Additional challenges that AAs

encounter, including finances, family influence and, psychological stress, will be discussed next.

Finances. Finances play a major role in AAs' choice of college and whether or not they will even apply to college (The Higher Education Research Institution, 2007). The UCLA study found that 47.4% of AAs came from low income families compared to 39.5% of the national population (The Higher Education Research Institution, 2007). Even though there is the common assumption that AA students are more financially stable than other minority racial groups (The Higher Education Research Institution, 2007), almost half of AAs within this study faced financial issues. Often, AAs selected the institution they will attend based on the financial aid package offered (The Higher Education Research Institution, 2007). Although these financial packages can determine where they go to school, AAs are often hesitant to use financial loans to pay for their college education; instead, they rely heavily on their parents and families for support and often hold some type of job (The Higher Education Research Institution, 2007).

Family Influence. The Asian cultures place great emphasis on the value and importance of education. Many AAs see a college education as not only a way to financial security, but also the path to success in the United States (Hune & Chan, 1997). AA students must often deal with this family pressure to succeed and often internalize the model minority myth. In fact, AAs have been found to be more dependent on others in their decision making than White students or other minority groups (Kodama et al., 2002). In part, this reflects the individualistic orientation of Western societies as opposed to the more collectivistic nature of Eastern/Asian cultures (Hofstede, 2001) that emphasize belonging to groups and the importance of family considerations. Therefore,

it is important to help AA students learn to balance and reconcile individual interests with family expectations.

Low-income AA students often must live at home, choose higher education institutions that are close to home, and work to help support their families, as they are likely to have parents who work multiple jobs (Yeh, 2007). As a result, these students are frequently required to care for younger siblings, help with the family business, or take care of household duties (Kuh & Love, 2000). Working off campus can limit the time for students to become integrated on campus, and as a result, they are also more likely to drop out of college (Yeh, 2007). Additionally, all of these obligations to help support the family can make it difficult for AA students to keep their education a priority (Yeh, 2007).

Psychological Stress. Because the model minority myth indicates that AAs do not experience problems, AA students may ignore their own needs or, when experiencing problems, feel something is wrong with them. These students may experience extreme stress and pressure to succeed academically and to uphold the expectations of the model minority stereotypes (Kodama et al., 2002; Suzuki, 2002; Yeh, 2007). This pressure can become so overpowering that AA's academic performance suffers. Cheryan & Bodenhausen (2000) showed positive stereotyping (e.g., Asians are generally good at mathematics) created unwanted pressure for AAs and caused negative outcomes. In the worst case scenarios, these students drop out of college all together (Suzuki, 2002). This is very unfortunate since there are a multitude of benefits associated with a college degree (Cabrera et al., 1999). Compared to students who have only earned a high-school diploma, college graduates are less likely to be unemployed (Hossler, Braxton, &

Coopersmith, 1989; Pascarella & Terenzini, 1991) and more likely to gain greater occupational prestige and earnings (Leslie & Brinkman, 1986; Lin & Vogt, 1996), and they increase their life expectancy by 2 percentage points for every year of school past high school (Hossler et al., 1989).

The UCLA study found that over one in five AA students believe they would need special tutoring or remedial work in college. This percentage was higher for AAs than all other racial groups. Those students who are unable to meet the academic standards may feel depressed and are often too embarrassed to seek help due to this stereotype (Lee, 1996). Though the majority of campuses have some type of advising and counseling centers, AA students are less likely to use these types of services (Sue & Sue, 1999). This may be due to these students' lack of knowledge about these services, a reluctance to ask for help (again, going back to the model minority myth that AA students are supposed to be successful so should not have to ask for assistance), or a scarcity administrators who are aware of AA students' needs (Yeh, 2002). Such pressures and psychological problems associated with the model minority myth often go unrecognized by university personnel (Accapadi, 2005). Institutions, therefore, may not recognize AAs as a student group that needs help or that represents an important aspect, in any form, of the campus climate.

Campus Climate

Students' college experiences are greatly influenced by the campus climate of their institution (Astin, 1993; Tinto, 1993). Higher education institutions typically engage in campus climate studies to assess issues of diversity on campus what how to improve overall student experiences (Hurtado et al., 1998). Hurtado, Carter, and Kardia

(1998) stated that "assessing the climate for diversity becomes key for institutions that wish to create comfortable, diverse learning environments" (p. 53). Institutional climate is an important and influential component of satisfaction and retention, as well as institutional effectiveness and success in higher education (Denison, 1996; Moran & Volkwein, 1992; Verbeke, Volgering, & Hessels, 1998). Higher education administrators need to be aware of the campus climate since this variable can have a tremendous impact on the educational outcomes of all students.

Effects of Campus Climate. Campus climate is often thought by researchers to have an indirect effect on student persistence (Pascarella & Terenzini, 2005). A negative climate can adversely impact grades and retention and graduation rates while a positive climate can lead to meaningful educational experiences and increased levels of student engagement (Astin, 1993; Hurtado & Carter, 1997; Hurtado et al., 1999). Positive climates encourage interactions with diverse peers, participation in complex thinking and higher levels of student involvement (Astin, 1993; Chang, 2001; Gurin et al., 2002). Supportive higher education environments reinforce positive learning experiences and student outcomes (Flowers & Pascarella, 1999). Overall, campus climate research has shown that students who perceive their universities to be a welcoming environment are more likely to be satisfied with their college experience.

Students who perceive a negative campus climate are less likely to succeed academically and less likely to graduate (Hurtado et al., 1999). Hurtado and Carter (1997) found, for example, that Latino students who perceived a negative campus climate were less likely to have a positive sense of belonging and to interact with peers. Similarly, African American students' perceptions of a negative campus climate were

negatively correlated to their sense of belonging and commitment to the institution (Cabrera et al., 1999).

Minority students who experience a negative climate due to racism or stereotypes feel a decreased sense of belonging and have lower grade point averages (Hurtado & Carter (1997), Johnson et al., 2007; Nora & Cabrera, 1996). Furthermore, these students are also less likely to be fully integrated into the campus community, resulting in lower involvement on campus and overall dissatisfaction with the institution (Fischer, 2007). A negative university climate is created when students choose to isolate themselves from the rest of campus.

Multi-lens Framework. Hurtado et al. (1998) established four dimensions of campus climate. These include:

> 1) an institution's historical legacy of inclusion or exclusion of various racial/ethnic groups, 2) its structural diversity in terms of numerical representation of various racial/ethnic groups, 3) the psychological climate of perceptions and attitudes between and among groups and 4) the behavioral climate dimension, characterized by intergroup relations on campus. This is the conceived as the institutional climate as a products of these various elements (p. 282).

Since each of these four dimensions represent multiple aspects of the campus climate and can result in students having multiple perceptions of the climate, Hurtado et al. (1998, 1999) recommended assessing all four climate dimensions rather than focusing on just one.

Nevertheless, for the purposes of this study, the primary focus will be the behavioral and psychological dimensions. Though it is important for universities and colleges to be able to recognize their institutional histories, including segregation, so that campus policies and practices reflect more inclusive practices, there is little research on the impact of this dimension (Milem et al., 2005). In addition, campus climate studies

traditionally only focus on the structural component of the student experience and fail to address the psychological or behavioral components (Hurtado et al., 1998, 1999; Milem et al., 2005). For these reasons, this study will focus on the two major aspects of campus climate, offering in-depth assessments of the psychological and behavioral components, to provide a more comprehensive understanding of the AA college experience.

The following sections will include descriptions for all four dimensions of campus climate. The institutional legacy of exclusion and inclusion and the structural dimensions will be briefly discussed, as they help provide a better understanding of a multi-lens perspective of campus climate and are still relevant factors to mention in this literature review. The behavioral and psychological components will be discussed in more detail.

Historical Legacy of Exclusion and Inclusion. This dimension primarily involves assessing university policies and practices to ensure that they are inclusive and in no way discriminatory against any person. Hurtado, Griffin, Arellano and Cuellar (2008) indicated that this dimension of campus climate is generally not addressed in higher education climate research because "it involves more in-depth study of norms that may be embedded in campus culture, traditions, politics and historical mission" (p. 206). Even though most campuses are not assessing their history of exclusion and inclusion, there are often resources in place that help to provide fair and equitable campus environments. For instance, the Texas Higher Education Coordinating Board, the governing body in the state where this research was conducted, has implemented a fifteen year plan to help close the gaps of underrepresented groups in higher education. The four main goals of this plan focus on closing the discrepancies in student participation, student

success, excellence, and research (Texas Higher Education Coordinating Board, 2012).This plan emphasizes the value of diversity and strives to ensure that all persons have access to higher education (Texas Higher Education Coordinating Board, 2012).

On the institutional level, many universities and colleges have established some type of equal opportunity and/or affirmative action office. The institution where this study was conducted has an Office of Equal Employment Opportunity (EEO) that oversees the development and implementation of equal opportunity programs for students, staff, and faculty. This office also works closely with institutional management to ensure that the hiring processes for university personnel are nondiscriminatory and reflect an unbiased approach. Institutions should acknowledge their historical legacy of inclusion and exclusion, both positive and negative, and involve students in the institutions' history (Milem et al., 2005). Universities that are aware of and openly acknowledge their historical legacy convey to the higher education community that they have learned and benefitted from their history and continue to strive for an environment free of all forms of racism and stereotypes.

Structural Diversity. The structural dimension focuses on a university's compositional diversity as well as institutional policies and procedures such as budget allocations, hiring practices, and admissions policies (Hurtado et al., 1998, 1999; Milem et al., 2005). A campus' compositional diversity refers to the number of racial/ethnic minority groups represented at a university (Hurtado et al., 1998, 1999; Milem et al., 2005). This is typically the dimension most people think about when attempting to improve the racial climate on a college campus (Hurtado et al., 1999) and is primarily concerned with the "numerical representation of various racial, ethnic and gender groups

on campus. Research supports the notion that increasing an institution's structural diversity is considered the first important step in the process of improving the climate for diversity" (Hurtado et al., 1999, p. 19).

Numerous studies indicate that improving structural diversity leads to increased interactions of various peers and thus causes an indirect effect on overall student learning (Chang, 2001; Gurin, 1999; Hurtado et al., 1998, 1999). Lou and Jamieson-Drake (2009) found that with a more diverse student body, students are more likely to be exposed, both inside and outside the classroom, to a variety of perspectives that differ from their own. These interactions with fellow peers can have a variety of desirable effects, ranging from personal development to positive perceptions of campus climate (Antonio, 2001; Chang, 1999; Hu & Ku, 2003; Umbach & Kuh, 2006). The greater the student compositional diversity, the greater the opportunities to create a better climate and enhance learning.

In order for these types of diverse interactions to occur, racial and ethnic student diversity must be present on campus. Schools that are not diverse diminish the student development process since there are fewer opportunities for learners to interact with others from different ethnicities and races (Hurtado, Dey, & Trevino, 1994). Research indicates that the absolute number, or "critical mass", of a racial group, rather than the overall percentage of minority students, significantly impacts whether students feel as if they belong on campus (Fleming, 1984; Hurtado, 1994). Students often feel uncomfortable and that they do not belong on campuses that fail to have a "critical mass" of students of various racial groups. Students' sense of belonging increases when a campus is able to recruit and retain a significant number of diverse students (Hurtado, 1994). Similarly, to increase the number of diverse students on campus, specific

institutional programs such as the admission and financial aid policies should be reviewed. Changes to these types of programs can significantly impact the structural diversity on campus by allowing for more underrepresented students, or students of different backgrounds, to gain access to higher education.

Though increasing the multicultural composition of the student body and providing the opportunity for students to interact with individuals that are racially and ethnically different is important, it is not the only factor that should be considered regarding campus diversity. Wood and Sherman (2001) concluded that a diverse campus does not always lead to positive outcomes or positive perceptions of the institution. Campuses must be intentional in providing opportunities for learning to occur. For example, campuses can provide multicultural classes that challenge students to think about diversity issues. Chang (2002) found that students who had almost completed a diversity-related course had significantly more positive judgments of African Americans than those students who had just started the course. This study suggests that such courses can have a significant impact on changing students' perceptions of diversity and in turn, their viewpoints on the overall university climate. Administrators must also have an understanding and awareness of the campus climate; they must assess how this climate may impact students' overall college experience, including their sense of belonging and their potential to benefit from diversity (Hurtado, 2003; Milem, 2003; Milem & Hakuta, 2000).

Structural diversity can also help to promote a positive campus climate (Hurtado, Griffin, Arellano, & Cuellar, 2008), thus the value and significance of a diverse campus is a central element of this study. This investigation differs from much of the past

research in that the setting is not a primarily White institution but rather an extremely diverse institution. Any information gathered from this study must be understood in the context of a racially and ethnically diverse campus. Additional information on diversity will be referenced throughout this literature review. Next, this discussion will focus on the psychological and behavioral components of climate.

The Psychological Climate. The viewpoints of the campus community (e.g. students, faculty, staff, organizations, groups) and the institutional responses toward diversity help shape this next dimension — the psychological component of campus climate. This includes any and all perceptions and attitudes toward individuals from different racial and ethnic backgrounds, especially attitudes of discrimination and prejudice (Hurtado et al., 1999). Individuals' experience the campus and perceive the campus climate in different ways based on their feelings of who they are and where they fit in as part of the college community (Hurtado et al., 1998, 1999). The following section begins this discussion and emphasizes the importance of campus diversity and the many benefits that are associated with a diverse campus. As part of the psychological component, three main areas will be discussed: contributions of a diverse student body, institutional commitment to diversity, and perceptions of discrimination.

Contributions of a diverse student body. Research has consistently shown that racially and ethnically diverse campuses can provide a variety of educational benefits for students (Hurtado, 2003; Milem, 2003; Milem & Hakuta, 2000). These include increased cognitive and critical thinking, improved problem solving skills, increase in identity development, improved academic performance, and improved perceptions of campus climate (Gurin, 1999; Hurtado & Ponjuan, 2005; Milem et al., 2005). Diverse student

bodies also contain many different belief systems and opinions that expose students to a wide range of perspectives that, in turn, can positively impact students' intellectual growth (Bickel, 1998). Campuses that are more diverse create more experiences that enhance student learning, raise students' appreciation of cultural differences, and prepare students to participate in a multicultural society.

Students of all racial and ethnic backgrounds experience positive effects when they interact with people that are different from themselves (Hu & Ku, 2003). Hu and Ku (2003) examined the effects of racial and ethnic diversity on an array of student outcomes. They assessed 53,756 undergraduate students at 124 four year colleges and universities and found that campus diversity experiences positively impacted all students, regardless of race, at all types of institutions. Chang (1999) assessed 11,680 students' responses from a national survey of over 370 four year colleges and universities. He found that student bodies that are racially and ethnically diverse have positive effects on students' educational outcomes and overall college experience. Likewise, Whitt, Edison, Pascarella, Terenzini and Nora (2001) found that students, regardless of race, who interacted with diverse peers reported greater openness to diversity and increased overall satisfaction with their college experience.

Similarly, Antonio (2001) surveyed 677 students from UCLA and found that students who had diverse groups of friends received the benefits of a racially diverse campus and were more likely to interact with students from all races. Students who form close friendships with individuals from different races or ethnicities develop more self-confidence, motivation, and commitment to racial equity (Antonio, 2004). They also show a greater openness to diverse perspectives, are more open-minded after their first

year of college (Chang, 2001; Pascarella, Edison, Nora, Hagedorn, & Terenzini, 1996), and experience less stress when exposed to people of different racial/ethnic backgrounds (Levin, Van Laar, & Sidanius, 2003). In summary, a diverse student body creates an environment where students are more likely to interact with peers from different backgrounds resulting in a number of positive outcomes (Chang, 2001; Gurin et al., 2002).

Students are often exposed to more diversity in college than in their high schools and their neighborhoods. Therefore students who were not exposed to diversity before college may experience a sense of dissonance when coming to college. This dissonance enables these students to increase their cognitive and identity development (Milem et al., 2005). The experience of a diverse college campus encourages students to leave their comfort zone and to act and think in new ways, which supports overall student development (Li & Wang, 2008).

Higher education research continues to use race and ethnicity as factors that can impact students' educational experiences (Saenz, Nagi, & Hurtado, 2007). Hurtado (2003) assessed hundreds of research studies on campus diversity and summarized their findings into three main themes. The first finding was that students who attend a diverse college or university are more likely, after graduation, to work and live in a diverse environment. The second theme was that students who study and discuss race related issues in the classroom, as well as interact with diverse peers outside the classroom, are better prepared for life in a multicultural society. Lastly, the third theme identified was that in order to create a diverse learning environment, the compositional diversity of a campus student population must be increased.

Institutional commitment to diversity. The institutional context, the goals, and commitment of campus leaders to diversity are important components of the psychological dimension of campus climate (Hurtado, 2003; Milem, 2003; Milem & Hakuta, 2000). Though students' actual engagement with diversity leads to the most educational benefits, research suggests that the institutional commitment to diversity can also have a significant role regarding student development in college (Hurtado, 2003; Milem, 2003; Milem & Hakuta, 2000).

White, African American, and Hispanic students who perceived their institutions to be highly committed to diversity experienced lower racial tensions on campus as well as higher academic performance and greater understanding of racial differences (Hurtado, 2003; Milem, 2003; Milem & Hakuta, 2000). On the other hand, institutions that are seen to have low levels of commitment to diversity experience higher levels of hostility and discrimination on campus as well as increased feelings of isolation with all students (Hurtado, 2003; Milem, 2003; Milem & Hakuta, 2000). If students feel that the institutional commitment to diversity is lacking, they may feel discouraged from interacting with others from different races.

Students who socialize primarily with their own ethnic group, or even students who hold the perception that students socialize by ethnic groups, are less likely to receive the benefits related to diversity (Antonio, 2001, 2004). This is seen across the board with all students regardless of the number of friends they have from different racial and ethnic backgrounds. Antonio (2001, 2004) concluded that institutional commitment for diversity needs to be highly visible if students are to have friendships with ethnically and racially diverse students.

Additionally, Echols, Hwang, and Nobles (2002) found, "The manner in which universities create an environment for racial and cultural understanding can hinder or stimulate students' attitudes about diversity. White and ethnic minority students hold vastly different views about how the university supports ethnic minority students" (p. 171). In summary, students' perception of the college environment, including the institutional climate for diversity, can have a considerable impact on students' academic and social lives.

Perceptions of discrimination. In general, minority students perceive campuses to be more hostile than White students do (Loo & Rolison, 1986; Nora & Cabrera, 1996). Minority students often experience challenges such as discrimination, racism, stereotypes, isolation, and overall lack of fit with the institution. Rankin and Reason (2005) surveyed 7,347 students from ten campuses to assess if students from different racial groups perceived the campus climate differently. They found that minority students experienced incidents of harassment more than White students. Though both White and minority students recognized the same frequency of racial incidents, minority students perceived the climate to be more racist and less accepting. Similarly, Smeadley, Myers, and Harrell (1993) found that minority students at primarily White institutions identified several major issues related to perceived discrimination. These issues included the presence of few students of similar race, limited faculty and staff members of the same race, difficulty in forming friendships with non-minorities, unfair treatment due to race, racist institutional policies and practices, and an overall feeling that college officials doubted their ability to succeed in college.

The large-scale UCLA study cited earlier also found that 82.7% of the AA student participants reported that racial discrimination was still an issue on campus (Higher Education Research Institute, 2007). In fact, AA students report higher levels of stress due to racially based threats, insults, or exclusion from activities than African American, Hispanic, or White students (Kim & Yeh, 2002). Racial tension and feelings of being unsupported can result in lower satisfaction and thereby have a significant impact on positive feelings towards the university and a student's sense of belonging (Helm, Sedlacek, & Prieto, 1998; Hurtado & Carter, 1997). All students, including AA students, are more likely to feel like they do not belong if they are dissatisfied with the campus climate or experience any type of discrimination or racism (Nora & Cabrera, 1996; Pascarella & Terenzini, 2005).

This psychological dimension focused on students' feelings and perceptions of campus. While these elements are essential in understanding campus climate, researchers must also take into account students' lived experiences. Next, the behavioral dimension of climate will be discussed with the focus on students' relationships and interactions on a college campus.

The Behavioral Climate. Students' social interactions on campus are at the center of the behavioral aspect of campus climate. The behavioral climate consists of all interactions students have with people on campus, including faculty and staff, the number of these interactions that are with diverse peers and the quality of students' relationships with their peers (Hurtado et al., 1998, 1999). Pascarella and Terenzini (2005) concluded that "the effects of [campus climate] may be more indirect than direct, influenced by more supportive faculty and peer relations and overall educational environment" (p.

438). The behavioral dimension for this study is discussed within the context of peer interactions and faculty and staff interactions.

Peer interactions. Peer interactions are important to consider when assessing campus climate (Ancis et al., 2000; Chang, 1999; Hurtado, 1994). Research reveals that interactions with peers have the greatest influence on student learning, and that a student's peer group has the most significant impact on their development during college (Astin, 1993; Strayhorn, 2008). A student's peer group consists of those people that the student chooses to affiliate and identify with. Membership in a peer group requires "some element of comparable or equal status" (Astin, 1993, p. 400) with the students and the belief that there are key similarities between themselves and the peer group. The benefits of peer interactions will be discussed in further detail within the sense of belonging section of this literature review.

Faculty and staff. Faculty and staff members can also have a large influence on students' sense of belonging, feelings towards the campus climate, and overall college experience (Astin, 1993; Nora & Cabrera, 1996; Reid & Radhakrishnan, 2003; Thacker, 2008). Interactions with faculty members help to educate students about institutional norms and values, help them form attachments to campus, and influence important student outcomes (Pascarella & Terenzini, 2005). Helm, Sedlacek, and Prieto (1998) found that fair treatment of students and teachers is related to satisfaction with students' college experience and campus culture. All students, but especially minority students, are influenced by the campus climate and perceptions of the faculty and staff (Fleming, 1984; Hurtado & Carter, 1996; Rendon, 1994).

Faculty members who make themselves easily available to students outside of the classroom and who show concern towards students' academic and social progress positively impact students' persistence and overall satisfaction with their college experience. Soria, Stebleton, and Huesman (2011) found that, when controlling for demographic variables and precollege academic performance, students' sense of belonging was positively correlated to research with faculty, collaborative work with peers, and campus climate. In a study by Hernandez (2000), both the frequency and quality of students' contact with faculty members was found to improve retention among Latino students. However, a study by Lundberg and Schreiner (2004) consisting of 4,501 undergraduate students from various institutions indicated that simply increasing interaction is not enough for minority students—the focus must be on the quality of faculty-student interactions.

In contrast, faculty members who are more concerned with research, publishing, and scholarship were negatively associated with students' satisfaction and overall experience with college (Astin, 1993). One factor that can influence students' perceptions of the university campus climate is feeling respected by faculty. In a study by California Tomorrow (2000), one-third of students who were ethnically diverse reported feelings of being disrespected by faculty members. These encounters can greatly influence students' intent to stay in college.

Ancis et al. (2000) surveyed 322 undergraduate students from a private urban institution and found that African Americans and AAs experienced greater pressure to conform to stereotypes and had less favorable interactions with faculty and staff. Faculty members often have preconceived ideas about students who are ethnically diverse and

their preparation for higher education (Hobson-Horton & Owens, 2004). Anaya and Cole (2003), for example, reported that "frequently minority college students face race-related assumptions about their academic ability, ambition, and high school preparation, as well as more general faculty perception of minority students" (p. 101). While many minority students still succeed, even when facing instances of discrimination and prejudices, they often feel that they must fight against the stereotypes that threaten their success (Fries-Britt & Turner, 2001; Smith, 1997).

In fact, African American and AA students report more experiences of racism from faculty than White students (Ancis et al., 2000; Cabrera et al., 1999). Liang and Sedlacek (2003) found that on a campus with a large number of AA students, higher education administrators interviewed had stereotypical perceptions of AAs, identifying them more as academically and technologically oriented as well as less physically threatening than other races. AA students who feel faculty show any signs of racism or discrimination, whether inside or outside of the classroom, are more dissatisfied with the institution (Helm et al., 1998).

This section discussed the significance that campus interactions can have, as part of the behavioral dimension, on students' college experience. These interactions, whether positive or negative, can dramatically impact students' perceptions of their campus. Information from this dimension, combined with the psychological dimension, provide further insight into how campus environments may impact AA students. Next, specific research summarizing AA students' overall experience and perceptions of a campus climate will be discussed.

Asian American Students' Perceptions of Campus Climate. Although the research of AAs on college campuses is limited, the majority of such research highlights unwelcoming environments, prevalent racism, and pressure from stereotypes (Kawaguchi, 2003; Museus, 2008). AAs often experience subtle racism in academic and social settings, including feeling stereotyped or ignored by students and faculty (Woo, 1997). Gossett, Cuyjet, and Cockriel (1996) found that AA students felt pressure to conform to racial stereotypes regarding academic performance and social behaviors in order to feel accepted. This demonstrates that stereotypes, such as the model minority myth, are still prevalent on college campuses. These myths create unique challenges for AA students with respect to their perceptions of campus climate in higher education.

Similarly, Cress and Ikeda (2003) assessed the psychological health of 508 AA students from UCLA. They used the following four statements to assess campus climate: 1) I have been singled out in class or treated differently than other students because of my gender, race or ethnicity; 2) Many students on campus are prejudiced against women or racial and ethnic minorities; 3) Instructors treat students the same regardless of the students' gender, race or ethnicity; and 4) I have observed discriminatory words, behaviors or gestures directed towards students who are women, ethnic or racial minorities, gays or lesbians, or people with disabilities. This study found that students who had perceived a negative campus climate were more likely to be depressed, and furthermore, that AA students were more likely both to perceive the campus climate as more negative and to feel depressed than students from other racial backgrounds. In fact, AA students were found to view the campus climate as more negative than all of the

other student groups combined. This study, therefore, found that the campus climate had a powerful negative effect on AA students' emotional and psychological health.

The majority of the campus climate studies that focus on student's perceptions of campus climate only focus on the experiences of White and African American students (Ancis, et al., 2000; Loo & Rolison, 1986). Since campus climate studies aim to better understand the experiences of all populations, further studies are needed to highlight the AA perspective. Researchers have found that AA students are less likely to be satisfied with their overall college experience in comparison to peers from other racial groups.

Thus, this study seeks to determine how AA students' perceptions of campus climate impact their feelings of belonging and ultimately influence their college experience. The significance of campus climate has been discussed with a focus on concepts related to both the psychological and behavioral dimensions. These concepts included students' perceptions of discrimination, students' engagement with peers and university administration, the institutional commitment towards diversity, and the benefits of a diverse student body. Next, the significance of sense of belonging will be reviewed. The following section will examine the relationship between climate and sense of belonging as well as how students' feelings of belonging can impact their overall college experience.

Sense of Belonging

As indicated earlier, one of the key variables of interest in this study is sense of belonging. Campus climate and sense of belonging are closely related concepts that are often intertwined in research. For students to gain a sense of belonging, they must feel that they are valued member of the institution (Astin, 1993; Hagerty, Lynch-Sauer,

Patusky, Bouwseman & Collier, 1992; Tinto, 1993); thus, the campus environment can impact students' sense of belonging and overall satisfaction with their educational experience. Therefore, finding ways to help students feel a sense of belonging towards their school is an essential component of campus climate and students' success in college.

The more students feel a sense of belonging to the institution, the greater their satisfaction and the more likely they will remain in school and graduate (Hoffman et al., 2003). Students who feel as if they belong are connected to the institution, perform better academically, and are more likely to succeed (Hoffman et al., 2003; Lee & Davis, 2000). "People with high connectedness tend to feel very close to other people, easily identify with others, perceive others as friendly and approachable, and participate in social groups and activities" (Lee, Draper & Lee, 2001, p. 310). Hagerty et al. (1992) state that sense of belonging involves a person's need to feel valued by other people, groups, or an environment as well as the need for a person to fit in with these other people, groups, or environment.

Several aspects of the college campus have been found to have a strong effect on students' sense of belonging. These include interactions with peers and faculty (Hoffman et al., 2003; Nora, Kraemer & Itzen, 1997), extracurricular involvement (Hurtado & Carter, 1997), and perceptions of the campus racial climate (Cabrera et al., 1999; Hurtado & Cater, 1997; Hurtado & Ponjuan, 2005). Research by Hagerty et al. (1992) noted that two key aspects of sense of belonging, campus fit and valued involvement, seem to be particularly important in this research stream, and these are discussed below.

Campus Fit. Campus fit is discussed in terms of overall feelings of acceptance, the impact of students' residential status, and the influence of faculty and staff on

students' belonging. Prior research has assessed a variety of topics related to sense of belonging. Schlossberg (1989), for instance, observed that students need to feel that they were noticed and important to others on campus and found that a supportive campus climate, one that makes students feel welcome and respected, helps to facilitate the student development process. In a similar vein, Bollen and Hoyle (1990) found that students do not like feeling like a number, want their individual attributes to be recognized and appreciated, and want to feel welcomed by the campus community. Nora (2004) also noted that "fitting in" is based on whether or not students feel that they are accepted, both personally and socially, at an institution, while Cheng (2004) found that students' sense of belonging was directly impacted by aspects of their campus climate including feelings of being cared about, treated in a caring manner, valued as a person, and accepted as part of the campus community. These researchers all suggest that students have the basic need to feel accepted and that they are a part of a larger community.

The concept of "sense of belonging" is also consistent with Tinto's (1993, 2000) concept of integration into the college setting. When students feel important and have a "fit" between themselves and their environment, their satisfaction and retention increase (Chickering & Reisser, 1993). Students who feel that their institution expects them to succeed—that there are high expectations—are more likely to stay in school and be successful throughout their college career (Tinto, 2000). Accordingly, Institutions can greatly influence a student's college experience if they give the perception that they want to help and remain involved with students (Pascarella & Terenzini, 1991).

Similar to the findings of campus climate studies, White students express higher levels of sense of belonging than minority students. For example, Johnson et al. (2007) conducted a national study of 2,967 first year students and found that African American, Latino, and AA students reported feeling less connected to campus than White students. They found that students' sense of belonging was significantly related to their transition to college, the climate of the residential halls, and student perceptions of campus climate.

Tinto (1993) believed that when students come to college, they must abandon their precollege cultures and adopt the dominant campus culture in order to fully integrate into the university. Researchers, however, have found that Tinto's theory of integration is not completely appropriate for explaining the integration of minority students (Tierney, 1999). Tinto (1993) theorizes that students must leave their past cultures and traditions, yet minority students often depend on these traditions, such as family, for support during their college career (Kuh & Love, 2000; Rendon, Jalomo, & Nora, 2000). Kuh and Love (2000) argue that the students who come from cultures that are extremely different than the dominant institutional culture will encounter greater challenges in their adjustment to college. These students, in order to increase their likelihood of success, must either assimilate to the dominant culture or join a subculture on campus. Campus environments, then, play a significant role in shaping students' sense of belonging and fit (Johnson et al., 2007; Locks, Hurtado, Bowman, & Oseguera, 2008).

Influence of Residential Status. Students' residential status, whether they live on or off campus, can also impact their college experience. Chickering (1974), for example, found that students who lived on campus were more likely than those students who lived off campus to be engaged on campus; they had greater interactions with their professors

and peers and were more likely to discuss diversity issues than students who commuted. Hu and Ku (2003) also found that students who lived on campus were more likely to engage in dialogue with diverse peers, and Chang, Austin, and Kim (2004), after assessing 670 institutions , likewise, found that students who lived on campus were more likely to interact with peers from different racial backgrounds. These studies all suggest that students who spend more time on campus are more likely to have interactions with diverse peers.

***Influence of Faculty and Staff Members*.** Another factor influencing campus fit is the encouragement of faculty and staff. Asian cultures emphasize respect for elders and deference to authority figures (Kodama et al., 2002). This may be evident in AA relationships with faculty and staff members. These students may be more comfortable deferring to these authority figures rather than approaching them or asking questions. This could influence how faculty members view AA students since often class interactions and verbal expression are necessary and even required in many classes. Likewise, AA students may be more formal with administrators as they tend to be concerned with doing what is right rather than challenging an authority figure's perspective (Kodama et al., 2002).

How well a student assimilates into their academic setting can also impact their sense of belonging. Hausmann, Schofield, and Wood (2007) found that students' feelings of acceptance within the classroom was associated with an increase in belonging over time, concluding that "how well a student adjusts to the academic environment of college is thus closely tied to their developing sense of belonging with the college" (p. 829). George and Aronson (2003) stated, "The academic success of underserved students

depends on their experiences within the education system. These experiences are influenced by the degree to which their own culture and language are acknowledged and integrated into the school program, how engaged they become and are encouraged to become, and how well educators support them in instruction, guidance and assessment" (p 7). Faculty help and support, with both academic as well as personal matters, also helps to create an environment in which AA students are more successful (Lin, 2007). Faculty members, as part of the university community, are responsible for creating an environment where students from ethnically diverse backgrounds will feel accepted, like they fit in with the institution and, therefore, are able to succeed (Madkins & Mitchell, 2000).

Social Integration and Valued Involvement. The second key factor impacting students' sense of belonging is social integration. Too often emphasis is placed on AA students' intellectual capabilities, not their physical or social skills (Kodama et al., 2002). The model minority myth also suggests that AA students are primarily concerned with academics. This can cause the social needs of this student population to be ignored since they are not expected to participate in social situations or non-academic activities (Lin, 2007; Park et al., 2008; Rohrlick et al., 1998; Sue & Sue, 2007). Hence it is important to factor in students' "out of the classroom" experiences because both the academic and social settings can influence their sense of belonging (Locks et al., 2008). Pascarella and Terenzini (1995) emphasize that when students enter college they must feel welcome to become members of the new social and cultural environments on campus. In fact, social interactions occurring early on in a student's college career are seen to be better indicators of feeling connected to campus than background demographics or other

college experiences (Hausmann et al., 2007). Moreover, Hausmann et al. (2007) found that students' background characteristics were not associated with sense of belonging but that it was the students' interactions with peers that were associated with a greater sense of belonging. Therefore, it is more important to assess student perceptions of whether they feel they are a part of campus rather than their actual behaviors or participation in campus activities (Hurtado & Carter, 1997).

Additionally, numerous studies have shown that student involvement in university-related experiences has a positive influence on student retention, satisfaction, and perceptions of the college experience (Astin, 1993; Evans, Forney, & Guido-DiBrito, 1998; Montelongo, 2002; Sidle & McReynolds, 1999). For example, college participation in various activities has been found to increase student success and satisfaction while in college (Astin, 1993; Evans et al., 1998). Students' level of commitment to both their individual college and the overall institution is also impacted by their involvement in some type of college organization or peer group (Wilder & Kellams, 1987). Moreover, students who are leaders within student organizations have been shown to have higher levels of educational involvement, life management skills, and cultural participation (Montelongo, 2002). Furthermore, Astin (1993) assessed how involvement in student organizations impacted students and found that public speaking skills, interpersonal skills, and leadership skills have significant positive correlations with hours per week spent in student organizations.

Students' sense of belonging on campus can also influence their social interactions as students who feel alienated from campus primarily choose friends of the same race (Levin, Van Laar & Sidanius, 2003). AA students who feel isolated from the

campus may decide that they do not want to participate in campus life or engage in any type of involvement activities (Liang et al., 2002; Wang et al., 1992). In some cases these students may completely immerse themselves in their academic work and continue to feel alienated for their entire college career (Liang et al., 2002). Pascarella and Terenzini (2005) reported that the level of student involvement and integration at an institution are critical factors associated with graduation.

In summary, students' positive interactions with peers leads to a greater sense of belonging (Locks et al., 2008), and this finding is consistent with AA students (Lee & Davis, 2000). Institutions can increase feelings of belonging for students by incorporating programs that involve students and connect them to campus (Museus & Quaye, 2009).

Asian American Students' Perceptions of Sense of Belonging. Though sense of belonging is an important concept to bear in mind when working with any population of college students, this is particularly true for AA students. AA students have been found to experience more psychological issues, like high levels of depression or suicidal thoughts, because of feeling unwelcome on campus. They are in fact more likely to feel that they do not belong on campus and to isolate themselves from the campus community than other racial groups (Chou & Feagin, 2008; Cress & Ikeda, 2003; Liang et al., 2004; Liu & Sedlacek, 1996; Massey et al., 2002; Rohrlick et al., 1998).

AA students also are found to demonstrate more apathy towards campus involvement than students from other racial backgrounds, are less likely become involved with large campus organizations, and often have more negative perceptions of their campus involvement experiences than other students (Accapadi, 2005; Chen, Edwards,

Young & Greenberger, 2001; Pace, 1990; Park et al., 2008; Strayhorn, 2008) Yet, even though AAs students report more exclusion and less satisfaction with social support than other students (Chen et al., 2001), they have also been found to report higher levels of growth from college engagement experiences than White students even though they are often viewed as not particularly active in extracurricular college activities (Accapadi, 2005; Pace, 1990; Park et al., 2008; Strayhorn, 2008).

Hoffman et al. (2003) found that, along with a positive relationship between supportive faculty interactions and students' sense of belonging, students' participation in extracurricular activities was significantly related to AA students' sense of belonging. Consequently, the concept of sense of belonging is a critical factor to bear in mind when working with AA students. In order for AAs to feel a "fit" on campus and to benefit from valued involvement, institutions must continue to find new ways to encourage AA student engagement and socialization on campus.

Chapter Summary

As American college and university campuses become increasingly diverse, campus climate is an important factor to consider in assessing students college experience (Hurtado et al., 1999). The review of literature has shown that campus climate and students' perceptions of this climate significantly impact their sense of belonging. Since sense of belonging is linked to a more successful college experience, it is imperative that higher education institutions provide campus climates that are welcoming to all students.

Students' perceptions of campus climate, among many other things, can influence institutional commitment, persistence to graduation, and involvement in both academic and extracurricular activities (Museus et al., 2008). Hurtado and Carter (1997) argued

that minority students may struggle to fit in if they feel there are no programs or services that show support and understanding for their culture. This type of isolation can impact a student's abilities to be successful in college. Evidence suggests that students from different ethnic and racial backgrounds perceive campus climates differently. Creating a positive campus climate is necessary for students to achieve the benefits of a diverse campus. Given these findings, it is likely that AAs will have different perceptions of campus climate. Thus, Student Affairs practitioners have a responsibility to ensure that their campus provides a positive and inclusive environment for all students, including AAs (Liang et al., 2002).

Administrators must recognize the value of a diverse campus in order to help students achieve the associated educational benefits. However, compositional diversity cannot be the only factor considered when assessing their campus climate. Higher education administrators must also take into account multiple factors and implement a multi-lens framework when assessing the campus environment. Hence, this study focuses on two key constructs of campus climate, the psychological and behavioral components, to gain a better understanding of how the campus climate is shaped while also stressing the importance of diversity. The majority of research on sense of belonging has focused on minority students at predominately White settings (Hurtado & Carter, 1997; Johnson et al., 2007). Additional studies are needed to address sense of belonging among students at a diverse institution. This investigation adds to the existing literature by assessing how the AA students' perspective of campus climate may impact their sense of belonging at a large diverse institution.

Chapter III

Methodology

This study assessed AA undergraduate students at a four year public urban university in the southwestern United States. This university is unique as it is one of the most ethnically diverse major research institutions in the nation (Morse, 2010). Over 39,000 students attend this institution, and the AA population has approximately 7,600 students equaling 19.3 percent of total student enrollment. AA students are the second largest minority group on campus, 4.2 percentage points behind Hispanic students who are the largest minority student population at this school.

The research methods used in this study to examine AA student perceptions of campus climate and sense of belonging are presented here. This study used a mixed method approach. A quantitative approach was utilized to analyze relationships among the variables using several scales to assess unique aspects of the AA college experience. A qualitative approach was also employed to provide more in-depth information on the relationship between campus climate and sense of belonging.

The quantitative data were obtained using three scales that assess students' thoughts and perceptions about the campus climate, their sense of belonging, and their feelings on how their culture fits in with the university culture. The qualitative data were obtained through interviews with four AA undergraduate students. This chapter begins with participant information, then describes the instruments and data collection procedures, and concludes with an explanation of the procedures for data analysis.

Participants and Data Collection

For the quantitative portion, the initial data were comprised of 182 participants. These participants were obtained through non-probability convenience sampling via the

university's SONA research website. SONA is an online data collection tool and database that university researchers use to coordinate and administer research participation. The SONA online data collection website was used to notify students of the study. Of the total respondents, 57 (31%) did not complete > 90% of the survey and were removed from the data. Of the remaining sample (N = 125), 4 participants were removed as they were not native born and/or attended the university part-time. Before conducting any analyses, the data were examined for outliers, to avoid misleading results. When examining data for outliers for this sample (N = 121), 5 participants had data that were outside and were removed, resulting in a final sample of 116.

All study participants were undergraduate students who self-identified as AA, were born within the United States, and were enrolled for at least twelve hours during the semester that this study was conducted. Since no other limitations besides race and undergraduate full-time status were given, the student participants varied in classification, ethnicity, age, involvement level, residential status and other variables. Student participation was voluntary and there was no perceived or intended benefit for participation. Confidentiality and anonymity were maintained through the SONA website because this program assigns unique, system-assigned ID codes to all participants.

For the qualitative section, the researcher sent an email describing the study to potential participants that were referred by staff members in the Division of Student Affairs (see Appendix G for recruitment email). Four self-identified AA undergraduate full-time students responded to this email. These participants were traditional aged (i.e., 18-24) students (see Table 1 for demographic information). To assess for gender differences, the researcher selected two female and two male students. Participation in

the interview was also voluntary with no perceived or intended benefits for participation. Confidentiality of the participants was ensured through the use of pseudonyms (numerical values).

Table 1

Qualitative Participant Demographics (N=4)

Name	Gender	Age	Classification	Grade Point Average	Residential Status	Ethnicity
Student #1	Female	19-21	Junior	3.90	Off campus with parents	Vietnamese/ Japanese/ Taiwanese
Student #2	Male	19-21	Senior	3.40	Off campus with parents	Vietnamese
Student #3	Male	19-21	Sophomore	3.00	Off campus with parents	Vietnamese
Student #4	Female	19-21	Junior	3.35	Off campus with parents	Chinese

Instrumentation

The electronic survey included a cover letter describing the study, a demographic sheet, and three scales for the students to complete. Two scales contributed to the sense of belonging variable: the Social Connectedness Scale - Campus (SCS-C; Lee & Davis, 2000) and the Cultural Congruity Scale (CCS; Gloria & Robinson-Kurpius, 1996). Hart and Fellabaum (2008), after assessing 118 campus climate studies, concluded that there is no set of best practices for examining campus climates. They found that institutions use various instruments, often created and distributed by an employee of the institution, to gauge campus climates (Hart & Fellabaum, 2008). Thus, this study utilized the University Environment Scale (UES; Gloria & Robinson-Kurpius, 1996) to assess

students' perceptions of the campus climate/environment. The interview questions for the qualitative portion of this study were also taken from The University Environment Survey.

Gloria and Robinson-Kurpius (1996) recommended that the UES and CCS Scales be used together: "The most effective use of the two scales might be to administer them jointly. By doing so, a more complete profile of students' perceptions of the university and their ability to "fit in" can be assessed" (p. 542). Gloria and Robinson-Kurpius (1996) found a correlation between UES and CCS of $r = 0.49$. The information gained from the two scales allowed the researchers to obtain a more complete understanding of the students' perceptions of the university and overall sense of belonging. To gain a more comprehensive understanding of the AA college experience, these two scales along with the SCS-C scale were utilized in this study. Each of these instruments is discussed below.

Demographic Data Sheet. The Demographic Data Sheet was used to collect all participant demographic information data (e.g., age, gender), academic status (e.g., classification, full time or part time), residential status (e.g., living on or off campus) as well as an open response item for self-reported overall grade point average (e.g., 2.5; see Appendix A for data sheet).

Social Connectedness Scale- Campus Version. The SCS-C (Lee & Davis, 2000) is a modified version of Lee and Robbins' (1995) Social Connectedness Scale used with college aged participants. This instrument assesses participants' thoughts and feelings of connectedness to campus. Lee and Davis (2000) define connectedness as "a student's psychological sense of belonging on campus" (p. 112). The SCS-C scale addresses sense of belonging in general terms and does not focus on ethnicity or culture.

The scale consists of fourteen statements requiring participants to respond using a six-point Likert scale (1 = *strongly disagree*; 6 = *strongly agree*) to indicate how well an item describes the students' attitudes or thoughts. The scale contains six positively worded and eight negatively worded items. Sample items include: "I feel that I fit right in on campus," "Other students make me feel at home on campus," and "I feel disconnected from campus life" (See Appendix B for entire survey). Higher scores on the scale reflect a stronger sense of connectedness to the campus. A mean item score greater than 3.5 suggests that the participant has a greater tendency to be connected rather than disconnected to campus (Lee et al., 2001). Lee and Davis (2000) report a high internal consistency for the SCS-C with a Cronbach' s alpha of .92 based on a validation study that also yielded a mean scale score of 89.84 and mean item score of 4.49 (Lee et al., 2001).

Cultural Congruity Scale. AA students' feelings of cultural congruity, a specific component of sense of belonging, were used as a factor in determining these students' perceptions of campus climate. Gloria and Robinson-Kurpius (1996) state that students need to feel congruence between their home culture and their campus culture. If students feel that these two cultures differ in expectations, values, and beliefs, they are more inclined to experience stress that can adversely impact their college experience.

The CCS was utilized to assess a student's sense of belonging on campus, specifically if they feel that their culture fits in with the institutional campus culture. This scale has been used in numerous studies with minority students. The reported Cronbach alphas ranged from .81 to .89 (Gloria & Robinson-Kurpius, 1996). Specifically, when these scales have been administered to students of different racial groups, the reported

reliability is: α = .80 for African American students (Gloria et al, 1999), α = .77 for American Indian students (Gloria & Robinson-Kurpius, 2001), α = .81 for Latino students (Gloria & Robinson-Kurpius, 1996), and α = .76 for Asian American students (Gloria & Ho, 2003).

This instrument consists of thirteen items on a seven-point Likert-scale (1 = *strongly disagree*; 7 = *strongly agree*) to indicate how well an item describes the students' attitudes or thoughts (See Appendix C for actual survey).This scale includes statements such as "I feel that I have to change myself to fit into this school" and "I feel accepted at school as an ethnic minority." Total scores were then obtained by adding the numbers indicated for all the items, yielding a range of 13 to 91, with higher scores indicating a "greater perceived fit with the university"(Gloria & Robinson-Kurpius, 1996). Eight of the statements were reverse-scored and were included in the scale to minimize the possibility of an automated response set.

University Environment Scale. The University Environment Scale (UES) was utilized to assess students' perceptions of the campus climate. This scale was developed by Gloria and Robinson-Kurpius (1996) to measure minority student perceptions of the university environment. Castillo, Conley, Choi-Pearson, Archuleta, Phoummarath, & Landingham (2006) describe the university environment as "the social and cultural conditions, which include practices, policies, and behaviors that constitute the working and learning environment. Typically the university environment is influenced by the university culture, which is composed of the values, beliefs, and behaviors of White American culture" (p. 268).

Original work on the UES revealed internal consistency coefficients ranging from α = .81 to .85 (Gloria & Robinson-Kurpius, 1996). When administered to different racial groups the Cronbach alphas were α = .81 for African American students (Gloria et al., 1999), α = .82 for American Indian students (Gloria & Robinson-Kurpius, 1996), α = .84 for Latino students (Gloria & Robinson-Kurpius, 1996), and α = .82 for AA students (Gloria & Ho, 2003).

The UES consists of 14 statements requiring participants to respond using a seven-point Likert scale (1 = *strongly disagree*; 7 = *strongly agree*) to indicate how well an item described the students' attitudes or thoughts (See Appendix D for the complete instrument). Scores range from 14 to 98 with higher scores indicating a more positive perception of the campus culture. The scale includes statements such as "The University seems to value minority students" and "I feel as if no one cares about me personally on this campus."

Procedures

Once approval was given from the Institutional Review Board to conduct this study, participants were asked to complete an online survey through the SONA research website. Participants completed the survey online at a self-designated time; the survey was accessible on-line for one month. All participants were given a description of the research (see Appendix H) and an electronic consent form (see Appendix E) that they acknowledged before beginning the survey. This consent form clearly stated that participant responses were completely anonymous, and participants did not identify themselves during the surveys. The full set of surveys took approximately 15-20 minutes to complete. Once the survey distribution time concluded, the responses from the

surveys were downloaded into the Statistical Package for the Social Sciences (SPSS) to analyze the data.

For the qualitative portion, the researcher conducted separate individual interviews with four student participants to gain additional insight on the relationship between their perceptions of campus climate and sense of belonging. Participants selected a time to meet with the researcher, and the interviews occurred in a conference room on campus. The researcher began each interview by introducing herself, followed by an explanation of the purpose and procedures, including confidentiality information, of the study. Participants were presented with a consent form at the beginning of the interview process (See Appendix F). The researcher also asked permission from the participants to tape record the interview session. Confidentiality of the participants was maintained through the use of pseudonyms.

Once the consent form was completed, the demographic data sheet was distributed to each participant (See Appendix A). When this form was complete, the researcher used a semi-structured format to ask the participants questions regarding their perceptions of campus climate. The questions from the University Environment Survey (Appendix E) served as the interview questions. Participants were encouraged to elaborate on their answers and to share their personal experiences as AA students at this university. Each interview lasted approximately sixty minutes.

Data Analysis

The quantitative portion of this study utilized a non-experimental correlational design to examine the relationship between perceptions of campus climate and overall sense of belonging of AA students. First, internal reliability estimates were determined

for each of the scales. Although the scales for the survey have previously been found to be reliable, it was necessary to determine if these instruments were reliable using this sample within this particular study. Accordingly, the scales were tested for reliability and validity using Cronbach's alpha. The mean and standard deviation were also obtained from the UES, CCS, and Campus CS scales to help provide insight on how these students perceived the university.

Next, descriptive statistics and correlations were computed. A series of two-way chi square analyses were utilized to determine any significant differences in the participant demographic characteristics of gender, age, classification, and place of residence. To determine if the participants' self-reported grade point average (GPA) had any mean score difference across gender, age, and classification groups, a series of one-way analysis of variances (ANOVA) were conducted. Pearson correlations were also conducted to determine if GPA was associated with any of the three study variables (University Environment, Cultural Congruity and Sense of Belonging).

Another series of ANOVAs were utilized to determine if there were any group differences in mean scores between the demographic variables and the study variables. The purpose of these ANOVAs was to determine whether these variables should be included in the regression analyses for hypothesis testing as covariates (see Appendix I). As will be discussed in Chapter Four, it was determined that these demographic variables were not significant across any of the study variables.

Originally, the researcher planned to use multiple regression analyses. Since these demographic variables were found to be non-significant, the independent variables were modified and the demographic variables were excluded from the regressions. This

elimination then changed the analysis from multiple regressions to simple linear regressions.

Pearson bivariate correlations were utilized to determine if the study variables correlated significantly with each other and also to assess if there was a significant correlation with GPA. Since the sample was found to be predominately female, correlations were performed across three groups: the whole sample, female participants, and male participants. Because Pearson correlations measure the strength of the relationship but not how one variable affects another, linear regressions were next used to determine the effect of one variable on another variable as well as to understand the overall predictive efficacy of the model.

Linear regressions were used to assess the relationship between campus climate and sense of belonging. The first regression consisted of campus climate as the independent variable and cultural congruity as the dependent variable. The second regression consisted of campus climate as the independent variable and sense of belonging as the dependent variable.

For the qualitative portion of this study, the interview transcripts were assessed using Zemke and Kramlinger's (1985) thematic analysis procedures. This approach is the most common form of qualitative research analysis (Guest, 2012) and involves the examination of patterns or "themes" within the data (Braun & Clarke, 2006). After re-reading each transcript, the researcher grouped relevant data, consisting of key words, phrases, and quotations, into categories. These categories were then analyzed, and student quotations and relevant observations were combined into themes. Themes help to "bring together components or fragments of ideas or experiences, which often are

meaningless when viewed alone" Leininger, 1985, p. 60). The themes that emerged from the participants' interviews were combined to form a comprehensive picture of their collective experience. The final step in the analysis was the interpretation of all data, both quantitative and qualitative, and discussion of the overall findings and results.

Summary

The methodology of this study was detailed in Chapter 3. Additionally, demographics such as student classification level and residential status were noted to see if these items have any influence on student perceptions of campus and levels of sense of belonging. This chapter presented the general framework of the design, including the participants, instrumentation, and statistical procedures for analyzing the variables. The next chapter will discuss the results of these analyses.

Chapter IV

Findings

This chapter presents results of the analyses performed on the data collected by a survey measuring students' perception of the campus climate, feeling of cultural congruity, and overall sense of belonging on campus along with a series of student interviews. The study used a mixed method approach to evaluate AA students' experiences at a large urban university. It implemented a non-experimental correlational design to examine the relationship between perceptions of campus climate and overall sense of belonging of AA students through the use of Pearson's correlations, ANOVAs, and linear regressions. This study also incorporated the use of student interviews, as a qualitative method, to complement the quantitative data. First, the quantitative findings will be discussed followed by the qualitative data.

Quantitative Sample Characteristics

Descriptive statistics for the study sample are presented in Table 2. In general, the study participants for the quantitative portion were predominantly female (n = 91, 78.4%); were between 19-21 years of age (n =74, 63.8%) and lived off campus with their parents or guardians (n = 95, 81.9%). A series of two-way chi-square tests were run to look for significant gender differences in participant responses across age group (X^2 (3, N = 116) = 2.72, p >.05), classification (X^2 (3, N = 116) = 1.87, p >.05), and place of residence (X^2 (3, N = 116) = 6.99, p >.05). There were no significant gender differences across age, college classification, and residential status.

Table 2

Demographic Data of Survey Participants (N = 116)

Survey Item	*n*	%
Gender		
Male	25	21.6
Female	91	78.4
Age		
17-18	14	12.1
19-21	74	63.8
22-24	20	17.2
Over 24	8	6.9
College Classification		
Freshman	30	25.9
Sophomore	29	25
Junior	39	33.6
Senior	18	15.5
Residential Status		
On campus	5	4.3
Off campus, alone/roommates	13	11.2
Off campus, parents/guardian	95	81.9
Off campus, spouse/family	3	2.6

Results Related to GPA. The mean self-reported GPA for the entire sample was 3.11 (*SD* = .55) and displayed a normal distribution around the mean. A series of one-way ANOVAs were conducted to determine whether there were any GPA mean score differences across gender, age, and college classification groups. An alpha of $p < .05$ was established for the level of significance. Males and females did not significantly differ in GPA scores, $F(1, 114) = -2.45$, $p > .05$. Age groups also were not significantly different from one another regarding GPA, $F(3,112) = 2.02$, $p > .05$. College classification groups, however, did have significantly different GPA mean scores, $F(3,112) = 2.69$, $p = 05$. A

Tukey post hoc test showed significant classification differences in GPA. Freshman had a significantly higher mean GPA (M = 3.31, SD = .53) than sophomores (M = 2.91, SD = .60), however, freshmen had a similar GPA to junior GPA (M = 3.09, SD = .09) and senior GPA (M = 3.15, SD = .10).

Reliability and Validity of the Three Scales

Before regression analyses were run, the survey instruments were examined for validity and reliability. All three scales showed Cronbach coefficients ranging from .85 to .92, indicating satisfactory internal consistency of the measures. The SCS-C (Lee & Davis, 2000) assessed participants' thoughts and feelings of connectedness to campus. Because this the scale contains six positively worded and eight negatively worded items, reverse-coded items were recoded. The scale was found to have a high internal consistency with a Cronbach's alpha of .92. The mean score was a 57.10 (SD = 13.23) (See Table 3). Higher scores on the scale reflect a stronger sense of connectedness to the campus.

The CCS (Gloria & Robinson-Kurpius, 1996) was utilized to assess a student's sense of belonging on campus, specifically if they feel that their culture fits with the institutional campus culture. Eight of the statements were reverse-scored and were recoded. Though the previously reported Cronbach alphas ranged from .81 to .89 (Gloria & Robinson-Kurpius, 1996) and α = .76 for Asian American students (Gloria & Ho, 2003), this study found α = .88 for AA students participating in this study. The mean score was a 70.32 (SD = 12.02) (See Table 3). Higher scores indicate a greater perceived fit with the university (Gloria & Robinson-Kurpius, 1996).

The University Environment Scale (UES) assessed students' perceptions of the campus climate. The Cronbach alpha of this scale was .85, consistent with previous

studies. Original work of the UES had internal consistency coefficients ranging from α = .81 to .85 and α = .82 for AA students (Gloria & Ho, 2003; Gloria & Robinson-Kurpius, 1996). The mean score was a 68.04 (*SD* = 12.05) (See Table 3). Higher scores denoted a more positive evaluation of the university environment.

Table 3

Descriptive Data for the Three Study Variables (N = 116)

Study Variables	N	Min	Max	M	SD	α
Cultural Congruity	116	45	91	70.32	12.02	0.88
Sense of Belonging	116	21	84	57.1	13.23	0.92
University Experience	116	39	98	68.25	12.12	0.85

Note. For Cultural Congruity, higher score = higher congruity with campus climate. For Sense of Belonging Scale, higher score = higher sense of belonging. For University Experience, a higher score denotes a more positive experience.

Relationship between Participant Demographics and Study Variables

Pearson correlations were utilized to see if the participants' self-reported GPA was associated with the study variables (Cultural Congruity, Sense of Belonging and University Environment). Participant GPA was found to not be significantly associated with any of the study variables. Results showed: Cultural Congruity, r (116) = .01, p > .05; Sense of Belonging, r (116) = -.15, p >.05; or University Environment, r (116) = .05, p > .05.

Next, a series of ANOVAs (see Appendix I) were conducted to assess whether there were any group differences in study variable mean scores between the demographic variables (gender, class, age, residence) and the study variables. There was not a

significant relationship of gender with Cultural Congruity, F (1,114) = .43, p > .05; Sense of Belonging, F (1,114) = .03, p > .05; or University Environment, F (1,114) = .05, p > .05. There were no significant effect of students' classification on Cultural Congruity, F (3,112) = 1.00, p > .05; Sense of Belonging, F (3,112) = 2.45, p > .05; or University Environment, F (3.112) = 2.41, p > .05. There were no significant effects of age group on Cultural Congruity, F (3,112) = 2.59, p > .05; Sense of Belonging, F (3,112) = 1.99, p > .05; or University Experience, F (3.112) = 1.69, p > .05. Finally, there were no significant effects of residential status on Cultural Congruity, F (3,112) = .51, p > .05; Sense of Belonging, F (3,112) = .19, p > .05; or University Experience, F (3.112) = 1.00, p > .05.

Hypotheses Testing

Prior to conducting the linear regressions, Pearson bivariate correlations were performed to determine any significant associations between the study variables and to assess whether self-reported GPA needed to be included as a covariate in the regression analyses. Pearson bivariate correlations were conducted for the entire sample (See Table 4), for females only (see Table 5), and for males only (Table 6). As seen in Table 4, Cultural Congruity was significantly associated with Sense of Belonging and University Experience, r (116) = .52, p <. 05. University Experience was found to be significantly associated with Sense of Belonging for the entire sample, r (116) = .38, p < .05.

Table 4

Pearson Bivariate Correlations among Study Variables (N = 116)

	GPA	CC	SB	UE
GPA	1			
Cultural Congruity	0.01	1		
Sense of Belonging	-0.15	.52***	1	
University Experience	0.05	.52***	.38***	1

Note. $^{**}p < .01$; $^{***}p < .001$

Because the sample was predominately female, Pearson correlations were also conducted by gender group. As seen in Table 5, the same significant results found for the whole sample were also found for the female participants. As seen in Table 6, significant correlations found in the total sample were also found for males. Because correlational findings were the same for males and females, linear regressions were conducted for the entire sample.

Table 5

Pearson Bivariate Correlations among Study Variables: Female Participants (n = 91)

	GPA	CC	SB	UE
GPA	1			
Cultural Congruity	-0.04	1		
Sense of Belonging	-0.13	.50***	1	
University Experience	0.05	.48***	.36**	1

Note. **p < .01; ***p < .001

Table 6

Pearson Bivariate Correlations among Study Variables: Male Participants (n = 25)

	GPA	CC	SB	UE
GPA	1			
Cultural Congruity	0.14	1		
Sense of Belonging	-0.22	0.61***	1	
University Experience	0.02	0.73***	.50***	1

Note. **p < .01; ***p < .001

Linear Regression Analyses. To test the two study hypotheses, two linear regressions were conducted. University Experience was found to significantly predict Cultural Congruity, F (1,114) = 42.38, β = .52, p < .05. This finding suggests that as student perceptions of a positive campus environment at the university increased, so did their sense of cultural congruity. In the second linear regression, University Experience significantly predicted Sense of Belonging, F (1,114) = 19.55, β = .38, p < .05. In other words, a more positive perception of the campus climate predicted an increased sense of belonging among students.

Table 7

Simple Linear Regression Analysis for Campus Climate and Cultural Congruity

Dependent Variable	F	R^2	Beta *(β)*	Sig
Cultural Congruity	42.38	0.27	0.52	0.00**

Note. **p < .01

Table 8

Simple Linear Regression Analysis for Campus Climate and Sense of Belonging

Dependent Variable	F	R^2	Beta *(β)*	Sig
Sense of Belonging	19.55	0.15	0.38	0.00**

Note. **p < .01

Additional Analyses: Testing for Mediation. Because the three study variables of Cultural Congruity, Sense of Belonging, and University Experience were significantly associated with each other, the first steps for regression analyses for mediation were met (Baron & Kenny, 1986). As such, additional mediational statistical tests were conducted in accordance with Baron and Kenny (1986) to assess whether Cultural Congruity mediated University Experience and Sense of Belonging. In other words, mediational analyses were performed to examine if University Experience predicted Sense of Belonging indirectly, via an increased perception of student cultural congruity with the campus.

Pearson correlation analyses showed that University Experience was significantly correlated with Sense of Belonging, r (116) = .38, $p < .05$. A partial correlation was conducted between University Experience and Sense of Belonging controlling for Cultural Congruity. The relationship between University Experience and Sense of Belonging was no longer significant, r (116) = .15, $p > .05$.

Regression analyses for mediation were then conducted. In the first regression model, University Experience was entered as a predictor of Sense of Belonging, and was found to be significant, $\beta = .38$, $p < .05$, with the t-test for University Experience = 4.42,

$p < .05$. In the second model, Cultural Congruity was entered on the first step, followed by University Experience at the second step. In this model, University Experience no longer significantly predicted Sense of Belonging, $\beta = .15$, $p > .05$, with the t-test = 1.63, $p > .05$. These results demonstrate that full mediation was met: students' positive university experiences with the campus climate increased their sense of cultural congruity with the campus, which in turn increased their sense of belonging at the university.

Qualitative Interview Analysis

The transcriptions from the interviews were organized into categories along with relevant observations and student quotations, and then combined into themes. An analysis of the transcripts from the four interviews indicated three main themes: 1) belief that the institution is "unique," 2) a focus on impact of campus cultural changes rather individual cultural congruity, and 3) the importance of on-campus engagement. Details regarding each of these three topics are presented below.

Unique Campus Environment. The participants all perceived their campus to be extremely unique, unlike other college campuses. This belief seems to be centered around the perceptions of a welcoming environment, high level of diversity, and absence of racial discrimination and stereotypes on campus. All four students expressed a sense of belonging and positive view of the campus climate. These students often associated their positive experience and views of a "unique" campus with respect to the level of campus diversity.

All of the participants agreed that the university esteems different cultures, allows individuals to express and celebrate their cultural differences, and tries to instill a sense of community wherein all students feel welcomed. Many times these students attributed

the numerous on-campus ethnic student organizations and campus cultural celebrations as demonstrations of the university's acceptance of different cultures. Student #1 and #4 discussed how the on-campus ethnic student organizations illustrated the institution's respect for the various student cultures. Student #1 stated "a university who didn't value diversity wouldn't allow all of these organizations to come on campus." Student #4 also stressed how "the university hosts events that attempt to bring a sense of community of all students together." When asked to clarify what she meant by "community of students" she stated, "I meant putting us together as a community of all students. I don't think we really focus on the ethnic part; they [the university] just want us to build up the student part — students in general."

The university administration was also mentioned as a component of the campus culture. Student #4, when asked how the university exhibits acceptance of diversity, discussed how it is common on campus to see people of all races in high level management positions. Specifically, she gave the example of the university president being of Indian decent:

> …As a minority it seems like you reach a ceiling, a cap where you can't go up any higher... So seeing the President being that [Indian], that's definitely a first step in seeing respect for culture, to see that she was chosen.

This student also mentions how her department tries to incorporate various cultures into their academic curriculum:

> …you see the Chinese department fostering Mexican American studies fostering someone else; I just feel that it's a good mix… It's really hard to describe it, because I don't really think the university tells people to respect these cultures,

> but the fact that we have the Council for Ethnic Organizations and all these ethnic registered student organization, I think that's them showing respect; that they allow these things.

Whether through the leadership of the University President or the programs of student organizations, these students interviewed all agreed that the university provides resources that celebrate different cultures on campus.

An important component of the participants' belief system regarding the "uniqueness" of the campus was the absence of racial prejudices or discrimination. None of the participants have experienced or witnessed any type of racism or discrimination on this campus. In fact, when asked if he had ever experienced any type of racism, stereotype, or discrimination, Student # 2 said, "I think we're past the whole stereotype thing, I think the whole world is becoming a better place — more understanding of everything….in the community, I mean the university, everyone is so accepting…there's not one single person that's discriminated against or who has prejudices against any other ethnic group." All of the students indicated that they have never felt alienated or separated due to their race or ethnicity.

While the participants stressed that the Model Minority Myth was never seen nor experienced on campus, they did refer to it in a general sense, giving examples of stereotypes AAs may encounter in society. While student #1 commented, "I've never experienced that [Model Minority Myth] on campus, that's why I like it here, I've never been anywhere else where it's been like that," she did acknowledge how the Model Minority Myth had impacted her career choice:

> I know when I go out there [the business world], they are not going to see my potential or knowledge or skills, and they are going to see the outside first. People are going to assume I'm naïve and I'm a bookworm or that I can't really do stuff as well as the White male would be able to; that I won't have a commanding presence or I won't be able to do as much as someone else of another race or gender.

Student #2 also emphasized that he had never experienced the Model Minority Myth on campus. Though he mentioned that AA students are often pressured to be smarter than others, he rationalized this, not as a stereotype, but as a common expectation that many AA students encounter from their families. He said,

> There is a lot of pressure on AA's; parents give a lot of pressure because they want us to be more successful than them— it is either a doctor or engineer. People expect us to do better than others and that's a lot of pressure to handle since all we really want to do is have the same experience as everyone else…have fun on campus.

Even though stereotypes were acknowledged by these students, these were in reference to the larger societal picture, and not seen as a part of the campus culture. Student #4 mentioned one challenge AA students may experience in the college classroom, but this was due more to her upbringing and cultural norms of AAs. She said,

> I think with Asian American students, the way we were raised is one of the challenges. It's not that it's a bad thing to respect elders, we're taught to respect elders so there are times that even when there are times we want to argue, say with our parents, we don't speak back to them because in the back of heads we're

> thinking, 'Oh we have to respect elders, we can't make them angry' and things like that. So when it comes time to stand up for yourself in a classroom discussion when you want to speak up, you sort of hesitate because you're so not used to grabbing that chance and speaking out.

The perceived level of diversity and lack of negative racial incidents led these students to believe their campus was unlike other places. As Student # 4 commented that:

> I'm from Connecticut so I'm really used to being around people that are different from my own heritage, of Asian descent. In Connecticut, Asians are the minority; it's pretty much all Caucasians. There's definitely more Asians, and people from other cultural backgrounds, here [on campus].

In fact, students who were from the city, where this campus is located, seemed unaware of the high level of diversity until they visited other places. Student # 1 illustrated this when he made the following statement:

> I never really thought about diversity being a factor because I never really paid attention. When I went to Austin [another city in Texas], I knew people that went to school there, for the first time I noticed that there was not that many people from diverse backgrounds. I felt weird, I'm used to being around diversity everywhere, and it just felt different.

This concept that the campus is unique in comparison to other locations will be further discussed in Chapter 5.

All in all, these students expressed a positive view of the campus culture and feelings of connectedness to the university. All of the students interviewed stated that their college experience was no different from any other student, and that being AA did

not offer any type of unique experience (positive or negative) on campus. Student #4 stated, "Everyone experiences the same thing; it doesn't matter about the race." Student #1 said:

> I feel like a large percentage of people here are just like me…everyone is so accepting; everyone is so nice to each other. You know, it's not like this in high school… there's not that separation here, like ever. Everyone is together.

Similarly, Student #3 stated, "The University values minority students since we're pretty much everywhere, there's no discrimination or anything, everybody is treated equally." All of the students attributed these positive feelings to the unique campus culture, a culture that is seen to encompass all peoples and that celebrates diversity.

Campus Cultural Changes. Rather than focus on their own culture congruity (that is, how they felt like they fit in as an AA on campus), these students chose to focus on the larger cultural changes within the university that were impacting their college lives. While one student commented on the positive change that has occurred with campus pride and overall on-campus student participation from his freshmen to senior year, others discussed some of their concerns regarding the institutional leadership's emphasis on new initiatives. For example, Student #1 feels that the campus is welcoming and friendly but questions the direction of the institution, saying, "… I have this outlook, this view of the college system. I feel like it's just another business and they're just trying to make money off of us."

Similarly, Student #4 expressed concerns about what tuition money was going to:

> I heard on NPR [National Public Radio] that a lot of universities are not utilizing their funds correctly. Like, the way it's being distributed, it goes to a lot of

> unnecessary things that's not really fostering academic— which, like I said, is the core of why universities exist. I think that's really frustrating as I know a lot of people are struggling to go through school, a lot of people are getting loans out …. I just hope we're not one of those universities who are not distributing their funds the way that we should be.

Although student #4 stated that she feels valued on campus, she also expressed frustration as she questioned the direction of the university:

> The President is really pushing us to be recognized on a national level, but I just feel sometimes our academics are overlooked because we're pushing so much for football teams and all this new construction. We should be trying to focus more on academia and the qualities of teaching. With courses you chose, you are pretty much doomed if there is only a professor you hear, 'Oh that professor's not good', as that is the only professor teaching the course so you do not have any options. I just feel like, in the end, people come here to get an education so it's also important to look at how the professors are teaching, are students enjoying their courses instead of continuing to get new building and pushing us to get in a newer [athletic] conference. You know, that's good, a lot of people do notice a university based on sports, I just feel that we can't always focus our entire education on these things. We have to focus on the core.

While the other two students did not as directly question the direction of the university, they indirectly referred to the campus perspective more often than their personal perspective. Student #3, for example, stated that he felt valued on campus, even quoting the university motto of "you are the pride", but in actuality he stressed the pride of

administration and teachers for their students and did not mention anything specifically regarding his personal experience. His perspective reflected the broader cultural changes on campus more so than his individual perspective.

If anything, these students are focused not on their personal challenges or "fitting in" with the campus but the challenges they see as a result of the larger university culture. While they all expressed a positive view of the university, there is uncertainty about the direction of the leadership and their pursuit of new initiatives. Further details about the institutional changes that may have impacted these students' perceptions will be discussed in Chapter Five.

Engagement in College. All of the participants mentioned the importance of finding a social network in college and stressed how their sense of belonging was increased through their involvement in college organizations. Involvement and sense of belonging seem to be strongly related in these students' college experiences. The interviewees all stated that their college experience became more positive, and that they felt more a part of the campus culture once they became active in school organizations. Student #2 said:

> ...as an upperclassman, I got involved in a leadership position within an organization which helped me build a connection since I was staying on campus more and was involved. I think because I've joined SPB [student programming board] and have become more active on campus that kind of made me more connected to the school.

Similarly Student #4 stated that when she became involved on campus she developed:

> …a larger social network, starting working on campus, became more confident and talkative and got a chance to know more people. Being involved helped me be part of the community. It's such a large campus, being involved helps you connect and meet people and makes you feel like you have something to do here on campus. You're not just coming here, going to class and going home, it gives you a reason to accomplish something for the day besides schoolwork.

In fact all of the students stressed the importance of becoming involved early in their college career. While student # 3, the only student who became involved on campus his first semester, stressed how the experience of joining a campus organization early in his college career helped him feel a part of the campus community, Students #1, #2 and #4 all stated that if they could change one aspect regarding their college experience, it would have been getting more involved in on-campus activities earlier in their college career. For example, student #2 expressed his desire to meet new people his freshman year, but he was shy and unsure how to go about that. He chose to not get involved his freshman year in order to focus on his academics. He said:

> I wish I was probably more active in the beginning of my college experience because it gave me something to do other than academics. It was a good stress reliever. You meet new people, experience new things. I mean, it probably didn't pick up until like last year, all the people that I've met, and the things that I've seen.

Likewise, student #1 stated:

> If I could go back in time, I would have started joining more student organizations in the beginning. I would have not just left campus after class, I would have

> stayed. And, like, my main reason I would leave right after class was because of traffic. Seriously though, that's like my main reason and, yea, I definitely would have gotten more involved in the beginning because I know I would have met more people, and I would have felt more a part of the school earlier. For the future, I know I'm getting myself on track and joining more organizations and stuff like that but I guess, in the future, trying not to make myself leave so early and stay here longer.

Student # 4 also expressed the same desire to become involved on campus earlier in her college experience and discussed how she felt unconnected to campus until she joined a student organization:

> I should have been more sociable and talked to more people about it [getting involved] so I could have stayed involved my freshman year at the university because at first I thought my four years here would be miserable because I didn't know where I belonged. I didn't have an organization to be involved with so I was like, 'Why do people love this university so much?' It's because I felt lost I didn't know where I could go to help out, and give back to the university. That's what I would have changed….

She purposefully made the decision to become involved her sophomore year:

> I remember telling myself the summer before sophomore year, 'You need to get involved, you need to do something so that you're not always going to class then going home.' It's wasting a lot of time when you're here on campus and you don't have anywhere to go to or anything to do and you're just waiting for your next classes to start. When you're involved, you might be able to help out when

> you're on your break from classes, or you can meet with people within an organization and I told myself, yeah, I'm going to get involved and I checked my friend's Facebook and she was advertising some student groups and …things just kicked off from there.

The exact reasons why these students close to become involved later in their college career cannot be determined from this present study, but participants did allude to a variety of reasons on why they may have delayed their involvement. Student #1, said:

> …that first year I didn't really care. And then the second year, I joined one business group and I didn't really do a lot for it. But I didn't want to join anything more, because I think I was like lazy. I just didn't want to do it because I saw it as something to force myself to do because they said it looks good on your resume… I thought more about it, about the networking and the people that you meet when you join these organizations. They can help you with stuff like that and they say getting a job is really about all of the people you meet so that's why I started wanting to get involved. Seriously, the first two years I did not take it seriously.

Student #4 mentioned how parents tended to focus on the academic components of college but not the social aspects:

> Parents always encourage us, 'Oh, focus on school, make sure you get good grades,' so some kids don't realize they need to join organizations and social networks. Luckily, my mom always told me to try my best and encouraged me to try other things so I wasn't like that. I knew I needed to join other groups on top of my schoolwork. I think it just helps you; it's more realistic, because when

> you're out in the real world you're going to have to deal with your own personal issues and your work. So it's not always so perfect when you can deal with one thing at a time. You're going to have to juggle everything. So I think that's one of the obstacles we face in joining student organizations, at first we don't know how to handle school, and we're not used to extracurricular. We're so sheltered we can only deal with one thing.

Student #2 mentioned how part of the reason he became involved was due to the institutional cultural changes previously discussed. When asked if he felt like he was a part of the campus community he said:

> At the very beginning probably not because I was just school and then home. But then, I guess as the years progressed and I joined CSI [Center for Student Involvement], and I think I am part of it [campus]. But I also think it has to do with the changing culture. I know, from my freshmen year to now, it's a whole different experience here. I remember coming in and there were not that many activities, well not as much, and it's the whole pride aspect. People would be cheering but we didn't have much to cheer for so then I think the university president did a great job in that aspect too cause she helped change, she gave students something to cheer for…

Regardless of the when the students became involved or the perceived benefits gained from their involvement, all of these students stressed the significance of their campus participation in creating a positive view of the university and increasing their sense of belonging to the college community.

Summary of Findings

Chapter Four began with a description of the quantitative sample characteristics, including descriptive statistics, followed by the statistical analyses consisting of ANOVAs, Pearson's Correlations, and linear regressions. University Environment, or campus climate, was found to significantly correlate with students' Sense of Belonging as well as cultural congruity for the entire sample. There was no correlation associated with any other variable including self-reported.

The qualitative portion of this study began with a summary of the interview analyses. Three themes emerged through assessment of the interview transcripts: 1) a belief that the campus climate is unique at the university studied, 2) a focus on the campus cultural changes rather than personal cultural congruity, and 3) the importance of student on-campus engagement. The next chapter will begin with a discussion of the significant findings and how these results relate back to the literature review. Implications of these findings are offered along with an assessment of the limitations of this study and recommendations for future research.

Chapter V

Discussion and Conclusion

Campus climate, and students' perceptions of this climate, can significantly impact their sense of belonging and their overall satisfaction and success with their entire college experience (Cress & Ideka, 2003; Gurin et al., 2002). This investigation extends this research stream by examining the relationship between perceptions of campus climate and overall sense of belonging of AA students on a diverse campus. Specifically, the study sought to answer the question: Do perceptions of campus climate affect AA college students' sense of belonging on a campus with a diverse student body?

To address the research question, linear regressions were used to analyze the relationship between AA students' sense of belonging, their perspectives of an institution's climate, and cultural congruity with the campus. Demographic characteristics such as gender, residential status, and classification were also addressed. When studying a campus environment, particularly students' behaviors and attitudes on campus, it is important to consider these students' viewpoints (Lewis, Chesler, & Forman, 2000). Accordingly, a series of interviews were also conducted in order to gain more insight into the AA experience on this campus and to give a voice to the quantitative data.

This chapter begins with a discussion of the significant findings regarding campus climate and sense of belonging. Following this, the conceptual framework of Hurtado et al. (1998) is presented in which behavioral and psychological aspects of campus climate are examined. The chapter concludes with a discussion of study limitations and implications for practice as well as recommendations for future research.

Perceived Impact of Campus Climate on Sense of Belonging

AA student perceptions' of the campus were found to be significantly associated with overall sense of belonging. The more positive the experience with the campus, the greater the students felt they belonged. This finding is consistent with the results from Hurtado and Carter (1997), Johnson et al. (2007), Nora and Cabrera (1996), and Reid and Radhakrishnan (2003). Furthermore, students' perceptions of the institution were also found to significantly predict their level of cultural congruity — that is, student feelings that their Asian culture fit with the campus culture. As students' perceptions of a positive campus culture increased, so did their feelings of cultural congruity.

In fact, cultural congruity was found to be significantly associated with both sense of belonging and campus climate. To determine any causal chain between the study variables, mediation analysis was performed and indicated that students' experience with the campus culture predicted sense of belonging indirectly through an increased perception of cultural congruity towards the campus. In other words, a student's positive experience with the institution increased his or her sense of cultural congruity which in turn increased their sense of belonging.

Findings from the interviews resulted in three main themes. The first theme involved AA students' belief that the institution itself is "unique", it is perceived to be both very inclusive and absent of racial discrimination. The second theme involved how these students focused more on the overall campus cultural transformations rather than their individual cultural congruity. Their responses revealed a "big-picture" perspective of the university that addressed institutional cultural change initiatives of administrators and strategic plans. These themes are consistent with research by Neville, Lilly, Lee,

Duran and Browne (2000), Worthington, Navarro, Lowey, and Hart (2008), Navarro, Worthington, Hart, and Khairallah (2009), Choi (2010), and Poon (2010) in showing students' perceptions of an idealistic society and the belief that the campus, as part of a large, diverse city, removes racial discrimination and stereotypes.

The third theme to emerge was the importance that these AA students placed on becoming involved in campus student organizations. Their involvement in campus student organizations resulted in an increased sense of belonging and an overall positive perception of the campus. This finding supported research from Cabrera et al. (1999), Hoffman et al. (2003), Hurtado and Carter (1997), Hurtado and Ponjuan (2005), and Nora et al. (1997) that extracurricular activities and perceptions of campus climate were found to impact students' sense of belonging.

All of these findings, both from the qualitative and quantitative portions of this study, are then discussed in a detailed analysis. The examination of campus climate will focus on the psychological and behavioral components. This overall analysis will help link these findings to current research and provide an all-inclusive view of the AA student experience at a diverse educational institution.

Shared Similar Experiences. In this study, the four main demographic factors of gender, age, classification, and residential status were assessed to see if there were any significant relationships between these variables. Interestingly, the study found that students 'experiences with the campus climate increased their sense of cultural congruity which, in turn, increased their sense of belonging. This was the same for all participants regardless of their demographic differences. Moreover, all of the demographic variables were found to not be significant in this study.

This was surprising because residential status is typically a factor found to be associated with sense of belonging as students who live on campus show greater connections to the campus (Berger, 1997). In fact, living on campus has been found to be one of the best ways to integrate a student into the campus culture since they are more likely to interact with peers and university management, and to become more involved in extracurricular activities than those students who live off-campus (Pascarella & Terenzini, 1991). Eighty-two percent of the student participants surveyed stated they lived at home with their parents or guardians. All of the students interviewed stated they had lived at home for their entire college career and had no immediate expectation of moving out of their family's house. As the literature mentioned, AA students from immigrant and low-income families often need to help care for younger siblings, help with the family business, or perform household duties (Kuh & Love, 2000). These findings were supported by this study as the interview participants' reasons for living at home centered on financial reasons and wanting or needing to be close to their family.

Students' GPA was also taken into consideration and was found to have no significant difference across gender and age. GPA was found to differ among classification groups with sophomores having the lowest mean GPA and freshmen, junior and senior students all having similar GPAs. This may be attributed to what is often referred to as the "sophomore slump" in higher education.

The "sophomore slump" refers to the adjustment issues that second year students often encounter in college (Maggitti, 2008). The excitement and newness of the first year has diminished as well as the specific resources and programs that first year students receive on campus. This may shock some students as they experience a let down from

their first year to their second year and they may feel confused about what they should do next. "The unintended result is that sophomores are virtually ignored by the institution, yet current research confirms that sophomores have some of the highest expectations and strongest needs of any group of students on campus" (Pattengale & Schreiner, 2000, p. vi). Adding to this difficulty is the often-made assumption that sophomore students have adjusted to college life and do not need the same attention as first-year students.

Kennedy and Upcraft (2010) determined that the sophomore slump is characterized by academic deficiencies, academic disengagement, lower satisfaction with the college experience, lack of extracurricular activities, major or career indecision, and overall questioning of their identity. This may help explain why the AA students in this study had the lowest GPA scores during their sophomore year. They may have been struggling with adjusting to college and were unaware of programs and services on campus. Based on the interviews, the majority of the students stated that they did not become engaged on campus until after their sophomore year. This may also signal symptoms of the sophomore slump since these students typically are less engaged, both academically and socially, on campus.

Understanding the Significance of Campus Climate

The major findings in this study revealed how AA students' perceptions of campus climate impacted feelings of cultural congruity and thereby overall feelings of belonging on campus. Students perceive the campus climate based on how they feel they fit in with the campus community — their sense of belonging (Hurtado et al., 1998, 1999). To better understand the campus climate, this study examined AA students'

experience focusing on the two primary constructs of campus climate: the psychological and behavioral components.

The Psychological Climate. The psychological dimension represents how students feel about the campus. The campus community's viewpoints and the institutional responses towards diversity help shape the psychological component of campus climate, which consists of all perceptions and attitudes related to campus (Hurtado et al. 1999). Psychological climate is discussed in terms of 1) institutional commitment to diversity, and 2) the unique campus culture.

Institutional Commitment to Diversity. The commitment of campus leaders to diversity is a key component of the psychological dimension of campus climate (Hurtado, 2003; Milem, 2003; Milem & Hakuta, 2000). The students interviewed in this study viewed the institution as having a high level of commitment to diversity. The students frequently mentioned how they saw campus as a very inclusive and welcoming environment. Examples of the diverse staff, including the President of the university, were often cited. These students seemed to interpret large numbers of diverse students as a sign of the institution's commitment to diversity and associated the many ethnic student organizations as symbolic of the institutional endorsement of all racial and ethnic groups. These students perceived the university to be committed to diversity initiatives and believed the campus has implemented programs and services to support a diverse campus.

While the level of diversity on this campus certainly comprises one aspect of why these students viewed this campus as unique, it is not the only factor. The President of the university was mentioned frequently by these students as a symbol of the institution's

diversity and culture of acceptance. Not only is she one of a few female presidents of major universities in the United States, she is the first South Asian immigrant to lead a major comprehensive research university in this country (Radley, W., 2012). Upon the announcement of her appointment as president, "In India, televisions interrupted their programming to announce the news. Thousands of congratulatory emails flooded in, many from Asians and Asian Americans proclaiming it was a great day because I had cracked the 'bamboo ceiling'" (Khator, 2010, p. 28).

This president served as a role model for the AA students in this study. Less than one percent of university presidents are AA (Khator, 2010). The students in this study were proud of this fact and of the changes that this president brought to campus. While the details of her presidency are not addressed in this study, the impact of her position and leadership style was apparent. Her leadership was seen to transform the entire institutional culture as she actively engaged with the campus community, thereby positively influencing the university environment. This leadership offers a unique contribution to this campus and gives support to these students' beliefs that their campus in unique and special.

The institution that is the setting for this study is also in the midst of major institutional and cultural changes. Approximately two years ago, the university was declared a Tier One Institution. It was evident, throughout the interviews, that the concept of a "Tier One Institution" was very familiar with the students. Rather than focus on their own culture congruity, i.e., how they felt like they fit in as an AA on campus, these students chose to focus on the larger university cultural changes that were impacting their college lives.

This finding was unexpected and not related to their personal experience with the diverse campus culture. These students reported the campus as a warm, welcoming unique environment. Based on the interviews, it would appear that they were not concerned or even aware of how their individual culture coincides with the campus culture. It seems, to these students, that this cohesion between AA culture and the campus culture was automatic; it was not a topic that needed to be addressed. Rather, they preferred to emphasize the campus institutional changes and the larger perspective of how Tier 1 Initiatives, and the push for higher rankings, were impacting their higher learning experience while negating their own cultural congruency on campus. Though the students may question some of these Tier One Initiatives, they still reported feeling connected to the institution and felt a part of the campus community. This finding regarding these AA students focus on the institutional culture rather than their own culture will be discussed further below in relation to a color-blind ideology.

A "Unique" Campus Culture. How students view the campus is part of the psychological component of climate. The students in this study viewed the institution as very unique and special. Reasons for this perception centered around the multiculturalism on campus that, in their minds, created a welcoming and supportive environment as well as their perception that race-related issues did not exist at this university.

Perceptions of discrimination. A component of this unique campus culture is the perceived lack of racial discrimination on campus. Research has shown that students who perceive their institution to have low levels of commitment to diversity also perceive higher levels of discrimination (Hurtado, 2003; Milem, 2003; Milem & Hakuta, 2000).

Experiences with racial prejudice and discrimination are associated with decreased levels of sense of belonging and dissatisfaction with campus climate (Harper & Hurtado, 2007; Hurtado & Carter, 1997; Museus, Nichols, & Lambert, 2008; Pascarella & Terenzini, 2005). Therefore, it could be assumed that students who perceive their institution to have high levels of commitment to diversity will experience lower levels of discrimination. In fact, White, African American, and Hispanic students who perceived their institutions to be highly committed to diversity experienced lower racial tensions (Hurtado, 2003; Milem, 2003; Milem & Hakuta, 2000). Based on the results from this study, the same can be said about AA students. The lack of racial stereotypes and discrimination helped to develop a positive view of the campus climate and create high levels of a sense of belonging.

Past research has found that many AA students experience some type of prejudice or racism during their college years (Kawaguchi, 2003); however, none of the students in this study mentioned discrimination. In fact, many stressed their appreciation of the "openness" and diversity of the university. While the lack of discrimination is likely an influential factor in these students' positive view of the campus, it cannot be definitively stated that the lack of discrimination resulted in positive campus climate perspectives.

In the interviews, the students all agreed that racial stereotypes and discrimination, such as the Model Minority Myth and the Perpetual Foreigner, were neither evident nor experienced on campus. However, though they claimed to have no personal experience facing these types of stereotypes, information they shared on how they selected their major and general references to the AA population in society reflected characteristics of these very stereotypes. To think that a college campus has no signs of

racism or discrimination is idealistic and improbable. The reasons why students did not mention any incidents of racism cannot be completely ascertained by this study. While explanations for this perspective may truly be attributed to the unique campus culture of this institution, research shows that beliefs about "big-cities" and AA students' "color-blind" mentalities may also be contributing factors.

"Big-city" exclusions. The students interviewed view the university as an integral part of its city of origin. The city where this study took place is one of the largest cities in the U.S. and reflects an extremely diverse population. In fact, the city is the most ethnically diverse large metropolitan area in the nation (Kever, 2012), and the institution itself is the second most ethnically diverse research institution in the nation (Morse, 2010). This relationship between the city and the institution is apparent to the students. One student stated, "Our university and community are unique. The city has a strong sense of diversity and acceptance that is reflected on campus." In fact, all of the students alluded to the city and university campus culture being similar in terms of cultural acceptance. Another student revealed that "... our community has a strong sense of diversity and acceptance so we're used to the cultural aspects that we see every day. I feel that it's more accepting [the campus culture] because we grew up with it."

Similar responses have been found in other studies where students believe that life in a large urban city reduces racial discrimination and stereotypes. Choi (2010) reported similar results in his study on AA students in New York. In his study, he found that AA students perceived their city, and consequently their campus, free of any racial stereotypes since their city was so diverse. In a study of AA students at UCLA, Poon (2010) found that while these students experienced some forms of racial discrimination,

they perceived their campus and city to be a place of acceptance void of any racial conflict due to their geographical location (i.e. Los Angeles or California). These students believed that due to their location within California, they simply were not impacted by issues of race and that racism and discrimination were not an issue.

The idea that other cities are not as diverse, and more homogenous, was also referenced. These students' description of this campus being "unique" is partly due to their beliefs that other geographical locations and campuses are less diverse. There is the mindset that in these other locations, they tend to stand out as a minority person, but on this campus, in this city, their culture coincides seamlessly with the city and campus.

The findings from Choi (2010) and Poon (2010) are consistent with the findings in this study demonstrating that AA students believe their campus and city embrace diversity so completely that there are no evident race-related issues. Interestingly, these very same students all alluded to forms of racism in other aspects of their lives. The participants in this study seemingly unknowingly alluded to AA stereotypes, such as the model minority myth, in their experiences outside of campus. They all acknowledged and understood that racism still exists in American society, but they do not believe it directly impacts their lives as AAs in these large metropolitan cities. These students believe that their campus, as a byproduct of the city culture, is unique, special, and non-discriminating.

Color- blind ideology. More often, these students emphasized how the campus, and even society itself, embraced and celebrated all cultures. As one student said, "I think we're past the whole stereotype thing...I think the whole world is becoming a better place, more understanding of everything." He, like the other students interviewed,

believed that there are no incidents of racism. This type of perception exemplifies a color-blind ideology.

This type of belief system — that racism is no longer significant or present in society — is the premise of a color-blind ideology (Bonilla-Silva, 2003). Color-blind perspectives can be defined as the belief that "race should not and does not matter" (Neville, Lilly, Lee, Duran, & Browne, 2000, p. 60). The internalization of this color-blind mentality seems apparent in the responses from the student interviews. Students who incorporate this perspective believe in an idealistic, harmonious, color-blind society where racial conflicts do not exist. They are unaware of institutional racial discrimination or racial issues (Worthington, Navarro, Lowey, & Hart, 2008). This concept may seem idealistic and, indeed, Neville et al. (2000) indicated that in reality, race does matter.

This color-blind perspective enables students to minimize, distort, and ignore race and race-related incidents (Choi, 2010). Ironically, color-blind belief systems may result in racial discrimination (Neville et al., 2000). While individuals from different cultural groups often experience similar situations differently, a color-blind approach diminishes these unique experiences and perspectives (Jones, 1997). Thereby students who embrace a color-blind perspective may actually be undermining their own cultural group as challenges they encounter due to their race may go unrecognized or ignored (Neville, Worthington, & Spanierman, 2001). This perceived unawareness can be seen to be a subtle form of racism and often is seen on college campuses (Worthington et al., 2008).

Race and ethnicity for minority students are important factors to consider in their perceptions of campus climate (Worthington et al., 2008). Research has shown that

color-blind racial attitudes and perceptions can predict the overall campus climate (Navarro et al., 2009). Worthington et al. (2008) found that students who embrace color-blind belief systems may be more likely to perceive the racial campus climate more positively. This study suggests that a color-blind perspective is likely to result in perceptions of climate that are potentially more positive than is actually justified. This finding is important to remember when evaluating the results of this current study.

The student participants interviewed all seem to embrace a color-blind perspective regarding campus culture. This color-blind perspective may contribute, in part, to their positive perception of the campus and overall lack of experience with racial discrimination and stereotyping on campus. Similarly, this might also help to explain why these students chose to focus on the cultural institutional changes rather than their own cultural congruity with the campus. Using this color-blind mentality, these students would be more comfortable discussing the institutional changes than any race-related issues pertaining to themselves. Acknowledging they have experienced racism on campus would challenge their color-blind perspective and force them to reevaluate their entire belief system and identity. This is not to dismiss or belittle the findings of this study; rather the purpose is to view these students' perspectives through a new lens.

The Behavioral Climate. The behavioral dimension of campus climate is related to interactions on campus and is important to consider in climate studies because increased involvement on campus is associated with more successful college experiences (Antonio, 2001; Gurin, 1999). Students' social interactions on campus are the premise of the behavioral aspect of campus climate. Pascarella and Terenzini (2005) concluded that "the effects of [campus climate] may be more indirect than direct, influenced by more

supportive faculty and peer relations and overall educational environment" (p. 438). The discussion of the behavioral dimension addresses faculty and staff interactions as well as student engagement in organizations.

Faculty and Staff Interactions. Faculty and staff members can have a large influence on students' sense of belonging, feelings towards the campus climate and overall college experience (Astin, 1993; Nora & Cabrera, 1996; Reid & Radhakrishnan, 2003; Thacker, 2008). While the students interviewed did state that they felt faculty and staff members were supportive, there appeared to be little engagement with faculty members. Three of the four students indicated that due to class size, they were hesitant to approach faculty.

While all of the students interviewed had experienced the large auditorium classroom as part of their core required classes, they all expressed satisfaction with their classroom experiences. Classroom size was not mentioned as a concern or problem, though, these large classes may be partly to blame for these students apparent lack of relationships with faculty members. Overall, students' interactions with faculty members outside the classroom were very limited. When asked if their professors were ever helpful outside the classroom, the responses centered on office hours and email responsiveness; no impactful or meaningful interactions were mentioned. For example, when a student was asked about experience with faculty outside the classroom, he responded,

> In the last year I've emailed a lot of them and they always respond back to me and tell me what I should do. Yeah, I missed a test and my teacher let me know

> what I needed to do to retake the test, like try to make an appointment for the test, so they did help outside the classroom.

Smaller classrooms seemed to offer these students opportunities for greater engagement with both their peers and professors. Another student discussed her appreciation for her small foreign language classes where the professors show genuine care and concern for their students in comparison to the larger classes:

> They [the professors] are definitely available. If you're not doing ok with your tests, they'll approach you and will pull you aside to talk. They really want you to succeed whereas in the bigger core classes you have to be disciplined and take initiative yourself to go to the professor if you're in trouble or need help. They'll tell you to come to see them during office hours or email but it's up to you personally.

This one student who had the opportunity to know her professors on a more personal basis also reported the most positive experience with her overall academic experience. Interactions with faculty members have often been found to be a significant factor in minority students' sense of belonging in higher education (Hurtado & Carter, 1997; Nora & Cabrera, 1996; Reid & Radhakrishnan, 2003).

All of the students alluded to the fact that the university administrators were welcoming and that they had never experienced any type of racial discrimination or stereotype in the classroom. While this may be true, this may also attest to a color-blind perspective. Student #4 commented that AAs are taught respect and defer to elders by their families; therefore, when professors require that students' voice their opinions in class discussions, this can be challenging since it contradicts their cultural values.

This statement is reflective of microaggressions that Sue et al (2007) found that AA students often experience. Racial microaggressions are "subtle, stunning, often automatic, and non-verbal exchanges which are 'put downs'" (Pierce, Carew, Pierce-Gonzalez, & Willis, 1978). They also have been described as seemingly innocent, often unconscious, insults conveyed through dismissive looks, gestures, and roles toward minority individuals (Solorzano, Ceja, & Yosso, 2000). While AA students in this study reported never experiencing any types of racism, perhaps a better representation of their experiences may be that they do not encounter blatant racism but more so microaggressions that they often dismiss as harmless. This, too, is evidence of a color-blind ideology.

The current study was not able to discern the impact that faculty interactions had on students' sense of belonging. While it was touched upon in the surveys as a component of the campus climate, students interviewed did not express strong relationships or experiences with faculty members. The majority of experiences shared during the interview process were primarily focused on peer to peer interactions on campus; for this reason, the impact of faculty and staff members will be addressed in the future implications section of this paper.

Student Engagement through Organizations. Behavioral dimensions of campus climate suggest that involvement on campus is important for students to have a successful college experience (Antonio, 2001; Gurin, 1999). This study found that involvement in student organizations positively influenced AA feelings of belonging on campus. This finding is not surprising as research has shown that student involvement in university-related experiences has a positive influence on student satisfaction and overall

perceptions of the college experience (Astin, 1993; Evans, Forney, & Guido-DiBrito, 1998; Montelongo, 2002; Sidle & McReynolds, 1999).

Involvement on campus seems to help these students overall level of socialization and sense of belonging because they feel more connected to the campus culture. Brim (1996) defines socialization as "the process by which persons acquire the knowledge, skills, and dispositions that make them more or less effective members of their society" (p. 3). Thus, involvement on campus helped these students become active members of the university community. Research continues to indicate that students who have positive experiences on campus, through interaction with diverse peers, experience increased feelings of belonging (Hurtado & Carter, 1997; Lee & Davis, 2000). In fact AA students have also been found to report higher levels of growth from college engagement experiences than Caucasian students (Accapadi, 2005; Pace, 1990; Park et al., 2008; Strayhorn, 2008).

As previously mentioned in the literature review, students' level of commitment to both their individual college and the overall institution is impacted by their involvement in some type of college organization (Wilder & Kellams, 1987). Student organizations provide opportunities for students to meet other students, interact with faculty and staff members outside the classroom, and integrate students into the social aspects of college life (Fisher, 2007; Wilder & Kellams, 1987). In a sense, student organizations create their own small community and culture, something that may be extremely beneficial for students at large institutions, which can then enhance and even strengthen students' feelings of connection with the institution (Holloway, 2000).

Findings reveal that interactions with peers, such as in student organizations, have the greatest influence on student learning and that a student's peer group serves to have the most significant impact on students' development during college (Astin, 1993; Strayhorn, 2008). Research has shown that when students feel comfortable, they have a greater desire to interact with others on campus. Students in this study felt they had numerous opportunities to engage with diverse groups of people on campus. This is an important factor to consider as an opportunity to interact with diverse peers is a critical component of positive campus climates.

Though AA students concluded that their involvement on campus was a critical part of their college experience and helped to positively impact their perceptions on campus and feelings of belonging, many of them did not become involved till later in their college career. Reasons for delaying involvement opportunities seemed to center around general lack of knowledge, feelings of shyness and hesitancy to reach out to others, and the desire to focus solely on academics their first year in college. It also appeared that at first, their main purpose in joining an organization stemmed from their belief that involvement would help to build their resume and, ultimately, to find a job upon graduation. From the interviews, the students who delayed involvement strongly stressed the need to get involved earlier and expressed regret that they did not get involved their freshmen year. These findings may show a need to address engagement opportunities early on in AA students' college career and will be further discussed in the implications for practice section.

Limitations

It should be noted that this investigation has several limitations. The findings of this study may not be generalized to other institutions. The selected institution is very unique in that the student population is extremely diverse. AA students are the second largest minority on campus with close to 21 percent of the total student population. Since the student population is so diverse, results may be very unique to this campus. Also, the data was collected from a single university so the same results may not be replicated at other universities.

Similarly, the focus of this study was AA students. Therefore, the findings of this study are not reflective of the entire student population. Future research assessing students of different races on this same campus may prove beneficial. This research could provide a broader lens of campus climate perspectives and help to determine whether the findings in this study are relevant to all students or specific solely to AA students on this campus. Additionally, as the survey was given to a select group of students, the same perceptions of campus climate might not be the same for all students at this institution.

Additionally, the timing of this study may have impacted the results of this study. The survey was administered through an online system at the end of the spring 2012 semester. Due to time constraints with the end of the semester, the survey was only accessible for a short time period and may have resulted in a smaller sample size. While the sample size was adequate, the use of a larger sample size may enable more confident generalizations. Also, this method of electronic survey distribution may have also unintentionally skewed the sample population. Students who participated were given

extra credit in one of their classes. Since this survey was given during the last few weeks of the semester, rather than in the beginning or mid-semester, students who were more prone to do extra credit work or needed extra credit may have been more likely to participate in this study. Individual characteristics of the participants were not taken into account. Naturally, some of the participants may be more prone to participate in extra credit opportunities or surveys regardless of racial background.

There also may have been a sample bias with the student participants for the interviews. While the researcher did attempt to recruit student participants through the Asian American Studies Program, this effort did not come to fruition. These students for the interviews were recruited through administrators within The Division of Student Affairs and though it was not intentional, all four students had connections with the University's office for campus activities. This connection with campus activities may be a factor for the importance they placed on student involvement on campus. Specifically, these students were predisposed to value campus activities in their perceptions and understanding of the campus climate.

Though it was not intentional, the majority of participants were female. Although no significant difference between the genders in regards to campus culture, sense of belonging, and cultural congruity were found, a larger male sample may have provided different results. The same can be said about the students' residential status since the majority of the participants were commuter (living at home with parents or guardians). The institution in this study was primarily a commuter school, with almost 85 percent of the undergraduate student population living off campus during the 2011-2012 academic year, thus the majority of the sample for this study consisted of commuter students.

Consequently, this sample may not have suitably taken into account the residential student experience which might help to explain why residential status was found to be a non-significant factor.

Lastly, the race of the researcher may have unintentionally influenced the interview responses. Though no negative impact was apparent, the Caucasian researcher may have adversely influenced the AA interview participants because they may have been hesitant to openly share information due to the different racial backgrounds. Similarly, there was no established relationship between the interview participants and the researcher. A more longitudinal study, where the researcher would have time to build more rapport and a relationship with these students may have resulted in more in-depth qualitative findings.

Nevertheless, this study helped to advance the knowledge of AAs experiences in higher education. Highlighting AA students' perspectives of campus and their feelings of belonging can help university administrators better understand and serve this growing population. The results of this study demonstrated the importance of considering both campus cultures (psychological and behavioral) and sense of belonging, including cultural congruity, as important factors in understanding the development of AA students.

Implications for Practice

The results of this study showed how students' perceptions of the campus climate are strongly related to their campus sense of belonging and cultural congruity. Findings from this study illustrate the importance of taking into account the campus climate when assessing the college experience for AA students. Emphasis on increasing positive perceptions of campus climate is critical. Therefore, recommendations for university

administrators on how to help create positive environments for AA students that encourage a connection to the institution are discussed below.

Purposeful Classroom Activities. Hurtado et al. (1998) recommended that in order to improve the campus climate for diversity, the campus must be able to facilitate purposeful and continuous interactions with students, faculty, and staff of diverse backgrounds. Though relationships and interactions with faculty members are a key component in helping students establish a sense of belonging on campus, the students interviewed in this study showed little to no interaction with their professors outside of the classroom; an overall lack of academic engagement with faculty seemed to preside. Lundberg and Schreiner (2004) found that AA students, out of all racial groups, were more likely to learn when they had both frequent and satisfying interactions with faculty members. Thereby, developing initiatives to integrate faculty and staff with AA students is important not only to increase their levels of academic integration but also to positively impact their overall college experience.

Campuses that have many large auditorium classes, like this campus, must intentionally provide activities that offer engagement and integration in the classroom. Within this study, Student #1 mentioned a professor that greatly impacted her through his teaching style, even influenced her to change her major. She commented that an extremely large class was made more personal since the professor assigned the students a small work group for the entire semester. This small work group became their connection to the class. As seen with this student, such purposeful integration can positively influence AA students' perceptions of their academic integration and overall sense of belonging.

Examples of activities can range from small group projects, scheduled study sessions outside the classroom, assigned study partners, or mentoring programs with successful students mentoring new students in the class. Another option is to intentionally involve AA students in research collaborations to help them become more academically connected while also offering them the opportunity to network with administrators across campus. Lastly, faculty members may want to consider some type of extra credit or incentive for students who attend events on campus. These events may consist of campus traditions, service events or academic speakers. By extending a personal invitation and incentive to students, they are more likely to attend these out-of-the classroom activities and, as a result, develop a stronger connection to the institution.

Awareness of a Color-Blind Ideology. As discussed previously, color-blind perspectives can hinder the educational experience of students. Educators should remain cautious in taking a color-blind perspective and understand the often students' color-blind perspective are an indication of their desire to fit in with the dominant culture on campus (Alvarez, 2002). Ideally, higher education administrators can assist not only AA students, but all students in the development of greater awareness of race-related issues as a means of improving overall campus climate.

Though not the focus of this study, a positive racial identity is important as it is associated with higher self-esteem, increased critical thinking skills, and better relations with family and friends (Phinney & Kohatsu, 1997). If positive support and resources are not visible or available then students are likely to feel shame or isolation associated with their racial identity (Chavez & Guido-DiBrito, 1999). Administrators can assist students in finding appropriate resources and services on campus. By helping students engage

with positive components of their culture on campus, administrators can help them become more appreciative of their own culture while also helping their racial identity development. For AA students, participation in AA study classes and AA ethnic student organizations may be beneficial in their development. Also, campuses that encourage both formal and informal participation in conversations about race have positive impacts on AA students' perceptions and their ability to discuss race-related issues (Inkelas, 2006).

Continued education on how to meet the needs of ethnically diverse students on campus is needed. Programs that address racism, develop cultural sensitivity, and build positive interactions have been found to be effective in developing a supportive campus climate. McPhail and Costner (2004) offer seven suggestions for helping train faculty members to be culturally responsive. These include: 1) developing activities that focus on cultural awareness; 2) ensuring faculty respect different cultures; 3) promoting cultural sensitivity, 4) embracing an empowerment culture, 5) demonstrating commitment for cultural issues, 6) removing any potential barriers and, 7) providing faculty with methods for effective teaching to address the needs of diverse classrooms. Institutions that follow these guidelines can better address microaggresions of racism within the classroom in addition to helping AA students become more aware of their culture and how this culture fits in with the university.

Incorporation of Early Engagement Opportunities. Student engagement was found to be a significant factor in AA students' sense of belonging and perceptions of a positive campus climate. Though the AA students interviewed were all involved at some point in their college career, the majority of the time this occurred when they were

upperclassmen. For these students, their biggest regret was that they did not join campus organizations earlier in their college career.

This information provides administrators insights into what types of programs may need to be implemented to help transition AA students to the campus culture. While it's assumed that the majority of institutions provide programs for entering first-year students to assist them with acclimation to the institution, an emphasis on the benefits of student engagement may be beneficial. In addition, programs geared specifically towards second-year students that help them feel connected and engaged on campus, would be advantageous for AA students as well as all second-year students who experience challenges of the sophomore slump.

University administrators need to consider the developmental challenges that second year students seem to face. They are in the process of developing new levels of competence, both in intellectual and social areas, and must become more autonomous. As college students experiment with new roles, values, and belief systems, they are likewise forming new identities while trying to ultimately define their life purpose (Maggitti, 2008).

Increasing opportunities for engagement with faculty, staff, and peers is important in helping sophomore students become more academically and socially successful, which can result in a more positive campus experience. Campus administrators can help students overcome this sophomore slump by helping to create and support programs and resources purposefully focused on second year students. Specific programs may include sophomore seminars, workshops on what students can do with their major, and specific sophomore leadership positions or mentoring programs.

Ensuring that AA students have information and knowledge on how to become engaged on campus as well as how to meet peers from organizations in informal, non-threatening ways are important factors to remember. While many institutions host some type of "organizational fair" each semester that offers students the opportunity to meet representatives from on-campus student organizations, this type of venue can be intimidating to some students. Rather, institutions may seek to implement additional activities, besides the typical organization fair, to help promote involvement opportunities to AA students. Perhaps some type of personal invitation or recruitment method may better serve the needs of AA students.

Lastly, the AA students all mentioned in their interviews how they associated student organizations, in one aspect or another, with their career aspirations. The main reason for becoming involved on campus seemed to be primarily a means to develop the experiences and skills deemed necessary for employment. Though they all stated that this perspective changed during their college experience, that they came to learn and understand the other benefits of campus engagement, this may help to shed light on why and how AA students become involved. Campus administrators may need to host workshops tailored to AA students on the overarching benefits of student involvement, benefits that supersede the career-related incentives.

In sum, research supports diversity on campus as a mean to increase students' satisfaction with their college experience (Fisher, 2007). By creating academic programs, informal peer interactions, and engagement opportunities through student organizations, universities can ensure that students are more likely to connect to the campus culture (Museus & Quaye, 2009). Hurtado and Carter (1997) stated that minority students may

have difficulty integrating into the campus community if they feel isolated due to lack of programs and services that demonstrate support and understanding for their culture. Faculty members and campus administration can serve as agents of change on campus. They have the capability to create and re-establish programs and services to meet the needs of their students, including AA students.

Recommendations for Future Research

While this study helped to add new literature to the research on the AA college experience, new questions emerged that necessitate future research. These areas for research reflect the same concepts discussed previously, delving further into the specifics of AA student involvement and their integration of a color-blind ideology. Additionally, further research should be conducted on specific student experiences on a diverse campus.

The participants in this study reported no incidents of racism or prejudices on campus. Whether this is characteristic of this campus or an effect of a color-blind ideology is unknown at this time. Future studies might address the reasons why AA students may or may not experience incidents of racism and prejudices throughout their college experience. New research may want to focus on how AA's level of racial identity is related to their perception and experiences with racism. Racial identity theories can help explain the various ways students negotiate and understand their identity and can provide useful insights into the ways students understand their college experience and peers (Chavez & Guido-DiBrito, 1999; Kodama et al., 2002)

While a diverse campus offers opportunities to interact with different peers, it cannot be determined if this diverse campus *caused* these AA students sense of cultural

congruency. Although the benefits of a diverse campus are evident and illustrated in past research, other factors may have influenced the results of this study. The AA students may have perceived the campus culture as being more positive than was warranted due to their belief systems in the "big-city" exclusion and color-blind ideology. Both of these constructs support the students' belief that the university campus is an extremely unique and special place where racism is neither evident nor experienced. Additional research can help determine if campuses with diverse student bodies enable a color-blind mentality. Similarly, it would be interesting to see if students at other institutions that are located in large, urban cities reference their geographical location as a rationale for positive campus perceptions as well as feelings of cultural congruity.

Lastly, campus involvement, specifically engagement in student organizations, was found to be an important factor in determining these students' views of campus and feelings of belonging. Further research focusing on the specific types of engagement opportunities that AA students are involved with may provide additional insight on how their engagement on campus impacts their collegiate experience and connections to campus. Additionally, the students interviewed strongly stressed the need to get involved earlier and expressed regret that they did not get involved their first year. Additional research to address early "social" intervention programs with AA students may prove to be beneficial. This research should include aspects of why AA students decide to become involved on campus and how institutions can engage these students earlier in their college experience.

Lastly, as the interview participants were found to all have connections to campus activities, future research that includes a broader constituency of students may be

beneficial in providing additional insight on the impact that student organizations can have on AA students' college experience. For example, all students interviewed in this study were involved on campus. Future studies can assess whether AA students, who are not involved during their college career, may report less positive view of climate and belonging.

Conclusion

More colleges and universities are conducting campus climate research. Often these studies assess the climate of diversity in an effort to help university administrators make decisions that will improve the atmosphere for everyone (Hurtado et al., 1998). This study sought to answer the research question: Do the perceptions of the campus climate affect AA college students' sense of belonging on a campus with a diverse student body? The findings from this study indicate that perceptions of campus climates can influence AA's sense of belonging on campus with a diverse student body.

The results from this study indicated that the perception of a supportive campus climate, including perceptions of their cultural congruity, can increase students' feelings of belonging on campus. If these students view the campus climate as supportive, they are more likely to feel that their culture is congruent with the campus culture and thereby that they "belong" and "fit" on campus. It was determined that cultural congruity is a significant component of AA students' feelings of connectedness to campus and overall perception of campus climate. Thus, AA students' sense of belonging on this campus is dependent on whether they perceive their Asian culture to be compatible with the campus culture. If they felt like they did not belong as AA students on campus, their perceptions of a positive campus would not support an overall sense of belonging. In sum, positive

campus climates indicate that AA students are more likely to feel welcome and supported when they have positive experiences with diversity.

AA students encounter experiences that impact their development, involvement, and perceptions of campus climate. The framework of Hurtado et al. (1998, 1999) for campus climate was chosen for this study because it provides a multi-purpose view of campus climate. This framework helped determine how AAs are supported on campus and helped determine their beliefs, behaviors and perceptions of their college experience in relation to the campus culture. While Hurtado et al. (1998, 1999) defined four dimensions that shape campus climate for diversity; the two that were the focus of this study consisted of the psychological and behavioral dimensions. Hurtado et al. (1998, 1999) conclude that analyzing more than one dimension is critical since student perceptions of campus diversity are a result of many dimensions. They stated, "Continued research is recommended on these interrelationships and the complexities that diverse learning environments present to continue to help individuals understand the implications of their work on college campuses" (Hurtado et al., 1999, p. 100).

Examples of these "complexities that diverse learning environments present" that Hurtado et al (1999, p. 100) refer to became evident in this study. Though the findings exhibited that AA students have a positive perspective of campus climate that positively impacts their sense of belonging, additional questions emerged that will need to be determined through future research. For example, if these students did not utilize a color-blind ideology or "big" city exclusion, would they report less positive viewpoints of campus culture due to an increased awareness of racial issues on campus? Future studies

can help determine these questions and shed light on the microaggressions that AA students may encounter but ignore on diverse college campuses.

If universities and colleges want to increase student success and satisfaction, then understanding the student perspective is critical (Thompson, Orr, Thompson, & Grover, 2007). Without understating the students' perspective, universities risk implementing programs that will fail. This study incorporated the AA student viewpoints on their college experience at a diverse institution. This research helped to add to the existing literature on campus climate studies and demonstrated how perceptions of campus climate and sense of belonging can impact AA students' college experience (Astin, 1993; Chang, 2001; Pascarella & Terenzini, 1991; Sedlacek, 1996).

Lastly, as this research began by discussing the benefits of a diverse campus, so will it end. While there are a multitude of benefits of diverse campuses, the extent of how students perceive these benefits is still unclear. Research has shown that students of different racial groups experience campus in different ways. Their perceptions of climate can have an impact on their overall college experience (Hurtado et al., 1998, 1999). These findings support and provide evidence that students' own beliefs about diversity are important regardless of their race. As Gurin et al. (2002) concluded, diversity improves the quality of education and serves the needs of all students.

References

American Council of Education. (1949). *Student personnel point of view*. Washington, D.C.: NASPA.

Accapadi, M. (2005*). Affirmations of identity: The story of a South Asian American sorority* (Unpublished doctoral dissertation). The University of Texas, Austin, TX.

Alvarez, A. (2002). Racial identity and Asian Americans: Supports and challenges. *New Directions for Student Services, 97,* 33-43.

Alvarez, A., & Kimura, E. (2001). Asian Americans and racial identity: Dealing with racism and snowballs. *Journal of Mental Health Counseling, 23,* 192-207.

Alvarez, A., & Yeh, T. (1999). Asian Americans in college: A racial identity perspective. In D. Sandhu (Ed.), *Asian and Pacific Islander Americans: Issues and concerns for counseling and psychotherapy* (pp. 105-119). Huntington, NY: Nova Science Publishers.

Anaya, G., & Cole, D. (2003). Active involvement in Latina/o student achievement. In L. Jones & J. Castellanos (Eds.), *The majority in the minority: Retaining Latino/a faculty, administrators, staff, and students in the 21st century* (pp. 95-108). Sterling, VA: Stylus Publishing.

Ancis, J., Sedlacek, W., & Mohr, J. (2000). Student perceptions of the campus cultural climate by race. *Journal of Counseling and Development, 78,* 180-185.

Antonio, A. (2001). Diversity and the influence of friendship groups in college. *Review of Higher Education, 25,* 63-89.

Antonio, A. (2004). When does race matter in college friendships? Exploring the role of race within men's diverse and homogeneous friendship groups. *Review of Higher Education, 27*, 553-575.

Association of American Colleges and Universities. (2011). *Making Excellence Inclusive*. Retrieved from http://www.aacu.org/compass/inclusive_excellence.cfm

Astin, A. (1993). *What matters in college? Four critical years revisited*. San Francisco, CA: Jossey-Bass.

Atkinson, D., Morten, G., & Sue, D. (1989). A minority identity development model. In D. Atkinson, G. Morten, & D. Sue (Eds.), *Counseling American minorities* (pp. 35-52). Dubuque, IA: W. C. Brown.

Bennett, C., & Debarros, K. (1998). The Asian and Pacific Islander population. In U.S. Census Bureau, *The official statistics.* Washington, DC: U.S. Government Printing Office.

Berger, J. (1997). Students' sense of community in residence halls, social integration, and first year persistence. *Journal of College Student Development, 38*, 441-452.

Bickel, R. (1998). A brief history of the commitment to inclusion as a facet of equal educational opportunity. In D. Gehring (Ed.), *Responding to the new affirmative action climate* (pp. 3-14). San Francisco, CA: Wiley.

Bollen, K., & Hoyle, R. (1990). Perceived cohesion: A conceptual and empirical examination. *Social Forces, 69*, 479-504.

Bonilla-Silva, E., Forman, T., Lewis, A., & Embrick, D. (2003). "It wasn't me": How will race and racism work in 21st century America. *Research in Political Sociology, 12*, 111-134.

Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology, 3,* 83.

Brim, O. G. (1996). Socialization through the life cycle. In O. Brim & S. Wheeler (Eds.), *Socialization after childhood: Two essays* (pp. 1-49). New York, NY: Wiley.

Cabrera, A., & Nora, A. (1994). College students' perceptions of prejudice and discrimination and their feelings of alienation. *Review of Education, Pedagogy and Cultural Studies, 16,* 387-409.

Cabrera, A., Nora, A., Terenzini, P., Pascarella, E., & Hagedorn, L. (1999). Campus racial climate and the adjustment of students to college: A comparison between White students and African-American students. *Journal of Higher Education, 70,* 134-160.

California Postsecondary Education Commission. (1992). *Report 92-24: Resource guide for assessing campus climate.* Sacramento, CA: The California Postsecondary Education Commission.

California Tomorrow. (2000). *Transforming curriculum, empowering faculty: Deepening teachers' understanding of race, class, culture, and language*. Oakland, CA: California Tomorrow.

Castillo, L., Conley, C., Choi-Pearson, C., Archuleta, D., Phoummarath, M. & Landingham, A. (2006). University environment as a mediator of Latino ethnic identity and persistence attitudes. *Journal of Counseling Psychology*, *53,* 267-271.

Chang, M. (1999). Does racial diversity matter? The educational impact of a racially diverse undergraduate population. *Journal of College Student Development, 40*, 377-395.

Chang, M. (2001). The positive educational effects of racial diversity on campus. In G. Orfield, & M. Kurlaender (Eds.), *Diversity challenged: Evidence on the impact of affirmative action* (pp. 175-786). Cambridge, MA: Harvard Education Publishing Group.

Chang, M. (2002). Preservation or transformation: Where's the real educational discourse on diversity? *The Review of Higher Education, 25*, 125-140.

Chang, M., Astin, A., & Kim, D. (2004). Cross-racial interaction among undergraduates: Some consequences, causes, and patterns. *Research in Higher Education, 45,* 529-553.

Chang, M., Witt, D., Jones, J., & Hakuta, K. (2003). *Compelling interest: Examining the evidence on racial dynamics in colleges and universities.* Stanford, CA: Stanford University Press.

Chavez, A., & Guido-DiBrito, F. (1999). Racial and ethnic identity and development. *New Directions for Adult and Continuing Education, 84*, 39-47.

Chen, C., Edwards, K., Young, B., & Greenberger, E. (2001). Close relationships between Asian American and European American college students. *Journal of Social Psychology, 14*, 85-100.

Cheng, D. (2004). Students' sense of campus community: What it means and what to do about it. *NASPA Journal, 41,* 216-232.

Cheryan, S., & Bodenhausen, G. (2000). When positive stereotypes threaten intellectual performance: The psychological hazards of "Model Minority" status. *Psychological Science, 11*, 399-402.

Cheryan, S., & Monin, B. (2005). Where are you really from? Asian Americans and identity denial. *Journal of Personality and Social Psychology, 89*, 717-730.

Chickering, A. (1974). *Commuters versus residents.* San Francisco, CA: Jossey-Bass.

Chickering, A., & Reisser, L. (1993). *Education and identity* (2nd ed.). San Francisco, CA: Jossey-Bass.

Choi, D. (2010). *A unique racial experience: Examining Asian American and Pacific Islander college students and campus climate*. Retrieved from ProQuest Digital Dissertations. (AAT 3439412).

Chou, R., & Feagin, J. (2008). *The myth of the model minority: Asian Americans facing racism*. Boulder, CO: Paradigm Publishers.

Cress, C., & Ikeda, E. (2003). Distress under duress: The relationship between campus climate and depression in Asian college students. *NASPA Journal, 40*, 74-97.

Denison, D. (1996). What is the difference between organizational culture and organizational climate? A native's point of view on a decade of paradigm wars. *Academy of Management Review, 21,* 619-654.

Echols, C., Hwang, Y., & Nobles, C. (2002). Campus diversity: Implementing this town hall approach for racial and cultural understanding at a predominately white university. *NASPA Journal, 40,* 169-186.

Evans, N. J., Forney, D. S., & Guido-DiBrito, F. (1998). *Student development in college: Theory, research, and practice*. San Francisco, CA: Jossey-Bass.

Fischer, M. (2007). Settling into campus life: Differences by race/ethnicity in college involvement and outcomes. *The Journal of Higher Education, 78,* 125-161.

Fleming, J. (1984). *Blacks in college*. San Francisco, CA: Jossey-Bass.

Flowers, L., & Pascarella, E. (1999). Cognitive effects of college racial composition on African American students after three years of college. *Journal of College Student Development, 40*, 669-677.

Fries-Britt, S., & Turner, B. (2001). Facing stereotypes: A case study of Black students on a White campus. *Journal of College Student Development, 42,* 420-429.

George, P., & Aronson, R. (2003). How do educators' cultural belief systems affect underserved students' pursuit of postsecondary education? *PREL Briefing Paper.* Honolulu, HI: Pacific Resources for Education and Learning.

Gloria, A., & Ho, T. (2003). Environmental, social, and psychological experiences of Asian American undergraduates: Examining issues of academic persistence. *Journal of Counseling and Development, 81,* 93-105.

Gloria, A., & Robinson-Kurpius, S. (1996). The validation of the cultural congruity scale and the university environment scale with Chicano/a students. *Hispanic Journal of Behavioral Sciences, 18,* 533-549.

Gloria, A., & Robinson-Kurpius, S. (2001). Influences of self-beliefs, social support, and comfort in the university environment on the academic persistence issues of American Indian undergraduates. *Cultural Diversity and Ethnic Minority Psychology, 7,* 88-102.

Gossett, B., Cuyjet, M. J., & Cockriel, I. (1996). African Americans' and non-African American's sense of mattering and marginality at public, predominately white institutions. *Equity & Excellence in Education, 29,* 37-42.

Guest, G. (2012). *Applied thematic analysis*. Thousand Oaks, CA: Sage.

Gurin, P. (1999). Expert report of Patricia Gurin. *Michigan Journal of Race & Law, 5,* 363-425.

Gurin, P., Dey, L., Hurtado, S., & Gurin, G. (2002). Diversity and higher education: Theory and impact on educational outcomes. *Harvard Educational Review, 72,* 330-366.

Grutter v. Bollinger, 539 U.S. 306 (2003).

Hagerty, B., Lynch-Sauer, J., Patusky, K., Bouwseman, M., & Collier, P. (1992). Sense of belonging: A vital mental health concept. *Archives of Psychiatric Nursing, 6,* 172-177.

Harper, S., & Hurtado, S. (2007). Nine themes in campus racial climates and implications for institutional transformation. In S. Harper & L. Patton (Eds.), *Responding to the realities of race on college campuses. New directions for student services* (pp. 7-24). San Francisco, CA: Jossey-Bass.

Harris, S., & Nettles, M. (1996). Ensuring campus climates that embrace diversity. In L. Rendon & R. Hope (Eds.), *Educating a new majority: Transforming America's educational system for diversity* (pp. 330-371). San Francisco, CA: Jossey-Bass.

Hart, J., & Fellabaum, J. (2008). Analyzing campus climate studies: Seeking to define and understand. *Journal of Diversity in Higher Education, 1,* 222-234.

Hausmann, L., Schofield, J., & Woods, R. (2007). Sense of belonging as a predictor of intentions to persist among African American and White first year college students. *Research in Higher Education, 48*, 803-839.

Helm, E., Sedlacek, W., & Prieto, D. (1998). The relationship between attitudes toward diversity and overall satisfaction of university students by race. *Journal of College Counseling, 1,* 111-119.

Hernandez, J. (2000). Understanding the retention of Latino college students. *Journal of College Student Development, 41,* 575-588.

The Higher Education Research Institute. (2007). *Beyond Myths: The Growth and Diversity of Asian American College Freshmen: 1971-2005*. Retrieved-from http://www.heri.ucla.edu/PDFs/pubs/briefs/AsianTrendsResearchBrief.pdf

Hobson-Horton, L., & Owens, L. (2004). From freshman to graduate: Recruiting and retaining minority students. *Journal of Hispanic Higher Education, 3*, 86-107.

Hoffman, M., Richmond, J., Morrow, J., & Salomone, K. (2003). Investigating "sense of belonging" in first-year college students. *Journal of College Student Retention, 4*, 227-256.

Hofstede, G. (2001). *Cultures consequences* (2nd ed.). Thousand Oaks, CA: Sage.

Holloway, R. (2000). Identity, contingency and the urban geography of 'race'. *Social and Cultural Geography, 1,* 197-208.

Hossler, D., Braxton, J., & Coopersmith, G. (1989). Understanding student college choice. In J.C. Smart (Ed.), *Higher education: Handbook of theory and research (Vol. 5)* (pp. 231-288). New York, NY: Agathon Press.

Hu, S., & Kuh, G. (2003). Diversity experiences and college student learning and personal development. *Journal of College Student Development, 44,* 320-334.

Hune, S. (2002). Demographics and diversity of Asian American college students. *New Directions for Student Services, 97,* 11-20.

Hune, S., & Chan, K. (1997). Special focus: Asian Pacific American demographics and educational trends. In D. J. Carter & R. Wilson (Eds.), *Fifteenth Annual Status Report on Minorities in Higher Education, 1967-1991* (pp. 11-20). Washington, DC: American Council on Education.

Hurtado, S. (1994). The institutional climate for talented Latino students. *Research in Higher Education, 35,* 21-41.

Hurtado, S. (2001). Linking diversity and educational purpose: How diversity affects the classroom environment and student development. In G. Orfield (Ed.), *Diversity challenged: Evidence on the impact of affirmative action* (pp. 187-203). Cambridge, MA: Harvard Education.

Hurtado, S. (2003). *Preparing college students for a diverse democracy: Final Report to the U.S. Department of Education, OERI, Field Initiated Studies Program.* Ann Arbor, MI: Center for the Study of Higher and Postsecondary Education.

Hurtado, S., & Carter, D. (1996). Latino students' sense of belonging in the college community: Rethinking the concept of integration on campus. *In College Students: The Evolving Nature of Research.* Needhman Heights, MA: Sion & Schuster Publishing.

Hurtado, S., & Carter, D. (1997). Effects of college transition and perceptions of the campus racial climate on Latino college students' sense of belonging. *Sociology of Education, 70,* 324-345.

Hurtado, S., Carter, D., & Kardia, D. (1998). The climate for diversity: Key issues for institutional self-study. *New Directions for Institutional Research, 98,* 53-63.

Hurtado, S., Dey, E., & Trevino, J. (1994, April). *Exclusion or Self-segregation? Interaction Across Racial/ethnic Groups on College Campuses* Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.

Hurtado, S., Griffin, K., Arellano, L., & Cuellar, M. (2008). Assessing the value of climate assessments: Progress and future directions. *Journal of Diversity in Higher Education, 1,* 204-221.

Hurtado, S., Milem, J., Clayton-Pedersen, A., & Allen, W. (1998). Enhancing campus climates for racial/ethnic diversity: Educational policy and practice. *The Review of Higher Education, 21,* 279-302.

Hurtado, S., Milem, J., Clayton-Pederson, A., & Allen, W. (1999). *Enacting diverse learning environments: Improving the climate for racial/ethnic diversity in higher education.* ASHE-ERIC Higher Education Report, 26. Washington, DC: The George Washington University.

Hurtado, S., & Ponjuan, L. (2005). Latino educational outcomes and the campus climate. *Journal of Hispanic Higher Education, 4*, 235-251.

Hwang, S. (2005, November 19). The new white flight. *Wall Street Journal Online.* Retrieved from http://online.wsj.com/article/SB113236377590902105.html

Inkelas, A. (2000). Measuring social capital and its consequences. *Policy Sciences, 33,* 145-268.

Inkelas, K. (2006). *Racial attitudes and Asian Pacific Americans: Demystifying the model minority.* New York, NY: Routledge, Taylor & Francis Group.

Japanese American Citizens League. (2009). *Myths and Mirrors: Real Challenges Facing Asian American Students.* Retrieved from http://www.jacl.org/leadership/documents/MythsandMirrorsFinal.pdf

Johnson, D., Soldner, M., Leonard, J., Alvarez, P., Inkelas, K., Rowan-Kenyon, H., & Longerbeam, S. (2007). Examining sense of belonging among first-year undergraduates from different racial/ethnic groups. *Journal of College Student Development, 48,* 525-542.

Jones, J. (1997). *Can America be color blind? Research findings suggest not; Even well intentioned people are influenced by racial bias.* News release of "Can or Should America Be Color-Blind: Psychological Research Reveals Fallacies in a Color-Blind Response to Reason?' [Brochure].Washington, DC: American Psychological Association.

Kawaguchi, S. (2003). Ethnic identity development and collegiate experience of Asian Pacific American students: Implications for practice. *NASPA Journal, 40,* 13-29.

Kennedy, K., & Upcraft, M. (2010). A look at the literature. In M. Hunter, B. Tobolowsky, & J. Gardner (Eds.), *Helping sophomores succeed: Understanding and improving the second-year experience* (pp. 30-42). San Francisco, CA: Jossey-Bass.

Kevar, J. (2012, November 12). Houston region is now the most diverse in the U.S. *The Houston Chronicle.* Retrieved from http://www.chron.com/default/article/Houston-region-is-now-the-most-diverse-in-the-U-S-3382354.php

Khator, R. (2010, November 28). Breaking the bamboo ceiling. *The Presidency*. Retrieved from http://www.acenet.edu/the-presidency/columns-and features/Pages/Breaking-the-Bamboo-Ceiling.aspx

Kim, A., & Yeh, C. (2002). Stereotypes of Asian American students. *Eric Digest, 172*, 3-4.

Kim, C. (1999). The racial triangulation of Asian Americans. *Politics and Society, 27,* 105-138.

Kodama, C., McEwen, M., Liang, C., & Lee, S. (2002). An Asian American perspective on psychosocial student development theory. *New Directions for Student Services*, *97*, 45- 59.

Kuh, G., & Love, P (2000). A cultural perspective on student departure. In J. Braxton (Ed.), *Reworking the student departure puzzle* (pp. 196-212). Nashville, TN: Vanderbilt University Press.

Lee, E. (1996). *Working with Asian Americans: A guide for clinicians*. New York, NY: Guilford.

Lee, R., & Davis, C. (2000). Cultural orientation, past multicultural experience, and a sense of belonging on campus for Asian-American college students. *Journal of College Student Development, 41,* 110-115.

Lee, R., Draper, M., & Lee, S. (2001). Social connectedness, dysfunctional interpersonal behaviors, and psychological distress: Testing a mediator model. *Journal of Counseling Psychology, 48,* 310-318.

Lee, R., & Robbins, S. (1995). Measuring belongingness: The social connectedness and social assurance scales. *Journal of Counseling Psychology*, *42,* 232-241.

Leininger, M. (1985). Ethnography and ethno nursing: Models and modes of qualitative data analysis. In M. M. Leininger (Ed.), *Qualitative research methods in nursing* (pp. 33-72). Orlando, FL: Grune & Stratton.

Leslie, L., & Brinkman P. (1986). Rates of return to higher education. In J. Smart (Ed.), *Higher Education: Handbook of Theory and Research: Vol. 2* (pp. 207-234). New York, NY: Agathon.

Levin, S., Van Laar, C., & Sidanius, J. (2003). The effects of in-group and out-group friendships on ethnic attitudes in college: A longitudinal study. *Group Processes and Intergroup Relations, 6*, 76-92.

Lewis, A., Chesler, M., & Forman, T. (2000). The impact of "colorblind" ideologies on students of color: Intergroup relations at a predominantly White university. *Journal of Negro Education, 69*, 74-91.

Li, G., & Wang, L. (2008). *Model minority myth revisited: An interdisciplinary approach to demystifying Asian American educational experiences*. Charlotte, NC: Information Age Publishing.

Liang, C., Lee, S., & Ting, M. (2002). Developing Asian American leaders. *New Directions for Student Servi*ces, *97*, 81-89.

Liang, C., Li, L., & Kim, B. (2004). The Asian American racism-related stress inventory: Development, factor analysis, reliability, and validity. *Journal of Counseling Psychology, 51*, 103-114.

Liang, C., & Sedlacek, W. (2003). Utilizing factor analysis to understand the needs of Asian American students. *Journal of College Student Development, 44*, 260-266.

Lin, M. (2007, November). *Asian American Leadership Development: Examining the Impact of Collegiate Environments and Personal Goals.* Paper presented at the annual meeting of the Association for the Study of Higher Education, Louisville, KY.

Lin, Y., & Vogt, W. (1996). Occupational outcomes for students earning two year degrees: Income, status, and equity. *Journal of Higher Education, 64*, 446-475.

Liu, W., & Sedlacek, W. (1999). Differences in leadership and co-curricular perception among entering male and female Asian-Pacific-American college students. *Journal of the First-Year Experience, 11*, 93-114.

Locks, A., Hurtado, S., Bowman, N., & Oseguera, L. (2008). Extending the notions of campus climate and diversity to students' transition to college. *The Review of Higher Education, 31*, 3.

Loo, C., & Rolison, G. (1986). Alienation of ethnic minority students at a predominately white university. *Journal of Higher Education, 57,* 58-77.

Lou, J., & Jamieson-Drake, D. (2009). A retroactive assessment of the educational benefits of interaction across racial boundaries. *Journal of College Student Development, 50,* 67-86.

Lundberg, C., & Schreiner, L. (2004). Quality and frequency of faculty-students interaction as predictors of learning. *Journal of College Student Development, 45*, 549-565.

Madkins, J., & Mitchell, C. (2000). Establishing a "level playing field" for minority students on predominately Anglo university campuses. *In National Association of African American Studies and Literature Monograph Series* (pp. 319-334). Retrieved from ERIC Database. ED455747.

Maggitti, S. (2008). *Sophomores: The struggles of the "middle children" of college*. Retrieved from http://manoa.hawaii.edu/secondyear/pdf/SophomoreStruggles.pdf

Massey, D., Charles, C., Lundy, G., & Fischer, M. (2002). *The source of the river: The social origins of freshmen at America's selective colleges and universities.* Princeton, NJ: Princeton University Press.

McPhail, C., & Costner, K. (2004). Seven principles for training a culturally responsive faculty. *Learning Abstracts, 7*, 1-6.

Milem, J. (2003). The educational benefits of diversity: Evidence from multiple sectors. In M. Chang, D. Witt, J. Jones, & K. Hakuta (Eds.), *Compelling interest: Examining the evidence on racial dynamics in colleges and universities* (pp. 126-169). Stanford, CA: Stanford University Press.

Milem, J., Chang, M., & Antonio, A. (2005). *Making diversity work on campus: A research-based perspective.* Washington, DC: American Association of Colleges and Universities.

Milem, J., & Hakuta, K. (2000). The benefits of racial and ethnic diversity in higher education. In D. Wilds (Ed.), *Minorities in higher education 1999-2000: Seventeenth annual status report* (p. 5). Washington, DC: American Council on Education.

Montelongo, R. (2002). Student participation in college student organizations: A review of literature. *Journal of Indiana University Student Personnel Association,* 50-63.

Moran, E., & Volkwein, J. (1992). The cultural approach to the formation of organizational climate. *Human Relations, 45,* 19-47.

Morse, B. (2010, August 26). Looking for a college with a diverse student body? *U.S. News & World Report*. Retrieved from http://www.usnews.com/education/blogs/college-rankings-blog/2010/08/26/looking-for- a-college-with-a-diverse-student-body

Museus, S. (2008). The model minority and the inferior minority myths: Understanding stereotypes and their implications for student involvement. *About Campus, 13,* 2-8.

Museus, S., Nichols, A., & Lambert, A. (2008). Racial differences in the effects of campus racial climate on degree completion: A structural model. *The Review of Higher Education, 32,* 107-134.

Museus, S., & Quaye, S. (2009).Toward an intercultural perspective of racial and ethnic minority college student persistence. *The Review of Higher Education, 33*, 67-94.

National Center for Education Statistics. (2011). *Digest of Education Statistics: 2011*. Retrieved from http://nces.ed.gov/programs/digest/d11/ch_3.asp

National Commission on Asian American and Pacific Islander Research in Education. (2008). *Asian Americans and Pacific Islanders: Facts, not fiction: Setting the record straight.* New York, NY: The College Board.

National Commission on Asian American and Pacific Islander Research in Education. (2011). *The relevance of Asian Americans and Pacific Islanders in the college completion agenda.* New York, NY: The College Board.

Navarro, R., Worthington, R., Hart, J., & Khairallah, T. (2009). Liberal and conservative political ideology, experiences of harassment and perceptions of campus climate. *Journal of Diversity in Higher Education, 2,* 78-90.

Neville, H., Lilly, R., Duran, G., Lee, R., & Browne, L. (2000). Construction and initial validation of the Color-Blind Racial Attitudes Scale (COBRAS). *Journal of Counseling Psychology, 47,* 59-70.

Neville, H., Worthington, R., & Spanierman, L. (2001). Race, power, and multicultural counseling psychology: Understanding White privilege and color-blind racial attitudes. In J. Ponterotto, J. Casas, L. Suzuki, & C. Alexander (Eds.), *Handbook of multicultural counseling* (pp. 257-288). Thousand Oaks, CA: Sage.

Nora, A. (2004). The role of habitus and cultural capital in choosing a college, transitioning from high school to higher education, and persisting in college among minority and nonminority students. *Journal of Hispanic Higher Education, 3,* 180-208.

Nora, A., & Cabrera, A. (1996). The role of perceptions of prejudice and discrimination on the adjustment of minority students to college. *Journal of Higher Education, 67,* 119-148.

Nora, A., Kraemer, B., & Itzen, R. (1997, November). *Persistence Among Non-traditional Hispanic College Students: A Causal Model.* Presented at the Association for the Study of Higher Education, Albuquerque, NM. (ED 415 824)

Pace, R. (1990). *The undergraduate center for the study of evaluation*. Los Angeles, CA: University of California.

Park, J., Lin, M., Poon, O., & Chang, M. (2008). Asian American college student and civic engagement. In P. Ong (Ed.), *The state of Asian America: Trajectory of civic and political engagement* (pp. 75-98). Los Angeles, CA: LEAP Asian Pacific American Public Policy Institute.

Pascarella, E., Edison, M., Nora, A., Hagedorn, L., & Terenzini, P. (1996). Influences on student's openness to diversity and challenge in the first year of college. *Journal of Higher Education, 67,* 174-195.

Pascarella, E., & Terenzini, P. (1991). *How college affects students: Findings and insights from twenty years of research.* San Francisco, CA: Jossey-Bass.

Pascarella, E., & Terenzini, P. (2005). *How college affects students, Volume 2, a third decade of research.* San Francisco, CA: Jossey-Bass.

Pattengale, J., & Schreiner, L. (2000). Introduction: What is the sophomore slump and why should we care? In L. Schreiner & J. Pattengale (Eds.), *Visible solutions for invisible students: Helping sophomores succeed* (Monograph No. 31, pp. v-viii). Columbia, SC: National Resource Center for the First-Year Experience and Students in Transition, University of South Carolina.

Peterson, M., & Spencer, M. (1990). Understanding the academic climate and cultures. In W. Tierney (Ed.), *New directions institutional research, no. 68* (pp. 3-18). San Francisco, CA: Jossey-Bass.

Phinney, J., & Kohatsu, E. (1997). Ethnic and racial identity development and mental health. In J. Schulenberg, J. Maggs, & K. Hurrelman (Eds.), *Health risks and developmental transitions in adolescence* (pp. 420-443). New York, NY: Cambridge University Press.

Pierce, C., Carew, J., Pierce-Gonzalez, D., & Willis, D. (1978). *An experiment in racism: TV commercials.* In C. Pierce (Ed.), *Television and education (*pp. 62-88). Beverly Hills, CA: Sage.

Pike, G., & Kuh, G. (2006). Relationships among structural diversity, informal peer interactions and perceptions of the campus environment. *Review of Higher Education, 29*, 425-450.

Poon, O. (2008, November). "On the Margins of the Academy: Asian American Graduate Students." Paper presented at the annual meeting of the Association for the Study of Higher Education, Jacksonville, FL.

Poon, O. (2010). *More complicated than a numbers game: A critical race theory examination of Asian Americans and campus racial climate.* Retrieved from ProQuest Digital Dissertations. (AAT 3405578)

Radley, W. (2012, November 28). *University of Houston prez Renu Khator put up there with Pepsi CEO, Padma Lakshmi & governor.* Houston Culture Map. Retrieved from http://houston.culturemap.com/newsdetail/03-07-12-most-influential-university-of-houston-prez-renu-khator-put-up-there-with-pepsi-leader-padma-lakshmi-governor

Rankin, S., & Reason, R. (2005). Differing perceptions: How students of color and white students perceive campus climate for underrepresented groups. *Journal of College Student Development, 46,* 43-61.

Reeves, T., & Bennett, C. (2004). *We the people: Asians in the United States*. Census 2000 Special Reports. U.S. Census Bureau. Retrieved from http://www.census.gov/prod/2004pubs/censr-17.pdf

Regents of the University of California v. Bakke, 438 U.S. 265, 98 S. Ct 2773, 57 L. Ed. 2d 750, 1978 U.S.

Reid, L., & Radhakrishnan, P. (2003). How race still matters: The relation between race and general campus climate. *Cultural Diversity and Ethnic Minority Psychology, 9,* 263-275.

Rendon, L. (1994). Validating culturally diverse students: Toward a new model of learning and student development. *Innovation in Higher Education, 19,* 33-52.

Rendon, L., Jalomo, R., & Nora, A. (2000). Theoretical considerations in the study of minority student retention in higher education. In J. Braxton (Ed.), *Rethinking the departure puzzle: New theory and research on college student retention* (pp. 127-156). Nashville, TN: Vanderbilt University Press.

Rohrlick, J., Alvarado, D., Zaruba, K., & Kallio, R. (1998, May). *From the Model Minority to the Invisible Minority: Asian & Pacific American Students in Higher Education Research*. Paper presented at the 38th annual forum of the Association for Institutional Research. Minneapolis: MN. Retrieved from http://www.eric.ed.gov/ERICWebPortal/search/detailmini.jsp?_nfpb=true&_&ERICExtSearch_SearchValue_0=ED422820&ERICExtSearch_SearchType_0=no&accno=ED4228 20

Sáenz, V., Ngai, H., & Hurtado, S. (2007). Factors influencing positive interactions across race for African American, Asian, American, Latino, and White college students. *Research in Higher Education, 48*, 1-38.

Schlossberg, N. (1989). Marginality and mattering: Key issues in building community. In D. Roberts (Ed.), *Designing campus activities to foster a sense of community* (pp. 5-15). San Francisco, CA: Jossey-Bass.

Sidle, M. W., & McReynolds, J. (1999). The freshman year experience: Student retention and student success. *NASPA Journal, 36,* 288-300.

Smeadley, B., Myers, H., & Harrell, S. (1993). Minority-status stresses and the college adjustment of ethnic minority freshmen. *Journal of Higher Education, 64,* 434-452.

Smith, D. (1997). *Diversity works: The emerging picture of how students benefit*. Washington, DC: Association of American Colleges and Universities.

Solórzano, D., Ceja, M., & Yosso, T. (2000). Critical race theory, racial microaggresions, and campus racial climate: The experience of African American college students. *Journal of Negro Education, 69,* 60-73.

Soria, K., Stebleton, M., & Huesman, R. (2011, February). *Mapping the Academic and Social Engagement of First-year Students at UMNTC*. Paper presented at the Focusing on the First Year Conference, Minneapolis, MN. Retrieved from http://www.oir.umn.edu/static/papers/FIRST_YEAR_CONFERENCE_2011/Mapping_Presentation.pdf

Strayhorn, T. (2008). How college students' engagement affects personal and social learning outcomes. *Journal of College and Character, 10,* 1-16.

Sue, D., Capodilupo, C., Torino, G., Bucceri, J., Holder, A., Nadal, K., & Esquilin, M. (2007). Racial microaggresions in everyday life: Implications for clinical practice. *American Psychologist, 62,* 271-286.

Sue, S., & Okazaki, S. (1990). Asian-American educational experience. *American Psychologist, 45,* 913-920.

Sue, D. W., & Sue, D. (1999). *Counseling the culturally different: Theory and practice* (3rd ed.). New York, NY: John Wiley & Sons, Inc.

Sue, D. W., & Sue, D. (2007). *Counseling the culturally diverse: Theory and practice* (5th ed.). New York, NY: John Wiley & Sons, Inc.

Suzuki, B. (1994). Higher education issues in the Asian American community. In M. Justiz, R. Wilson, & L. Björk (Eds.), *Minorities in higher education* (pp. 258-285). Phoenix, AZ: Oryx Press.

Suzuki, B. (2002). Revisiting the model minority stereotype: Implications for student affairs practice and higher education. *New Directions for Student Services, 97,* 21-32.

Takaki, R (1998). *Strangers from a different shore.* New York, NY: Little, Brown and Company.

Texas Higher Education Coordinating Board. *Closing the Gaps.* Retrieved from http://www.thecb.state.tx.us/index.cfm?objectid=858D2E7C-F5C8-97E9-0CDEB3037C1C2CA3

Thacker, L. (2008). Pulling rank. *New England Journal of Higher Education, 22,* 15-16.

Thompson, D., Orr, B., Thompson, C., & Grover, K. (2007). Examining students' perceptions of their first-semester experience at a major land-grant institution. *College Student Journal, 41,* 640-648.

Tierney, W. G. (1999). Models of minority college-going and retention: Cultural integrity verses cultural suicide. *Journal of Negro Education, 68,* 80-91.

Tinto, V. (1975). Dropout from higher education: A theoretical synthesis of recent research. *Review of Educational Research, 45,* 89-125.

Tinto, V. (1993). *Leaving college: Rethinking the causes and cures of student attrition* (2nd ed.). Chicago, IL: The University of Chicago Press.

Tinto, V. (2000). Linking learning and leaving: Exploring the role of the college classroom in student departure. In J. Braxton (Ed.) *Reworking the student departure puzzle* (pp.81-94). Nashville, TN: Vanderbilt University Press.

Uba, L. (2002). *A postmodern psychology of Asian Americans: Creating knowledge of a racial minority.* Albany, NY: State University of New York Press.

Umbach, P., & Kuh, G. (2006). Student experiences with diversity at liberal arts colleges: Another claim for distinctiveness. *Journal of Higher Education, 77,* 169-192.

United States Census (2010a). *2010 Census Demographic Profiles*. Retrieved from http://2010.census.gov/2010census/data/

United States Census (2010b). *Overview of Race and Hispanic Origin and the 2010 Census.* Retrieved from http://www.census.gov/prod/cen2010/briefs/c2010br-02.pdf

Verbeke, W., Volgering, M., & Hessels, M. (1998). Exploring the conceptual expansion within the field of organizational behavior: Organizational climate and organizational culture. *Journal of Management Studies, 25,* 303-329.

Wang, Y., Sedlacek, W., & Westbrook, F. (1992). Asian Americans and student organizations: Attitudes and participation. *Journal of College Student Development, 33,* 214-221.

Whitt, E., Edison, M., Pascarella, E., Nora, A., Terenzini, P., & Nora, A. (2001). Influences on students' openness to diversity and challenge in the second and third years of college. *Journal of Higher Education, 71,* 172-204.

Wilder, M., & Kellams, S. (1987, April). *Commitment to College and Student Involvement*. Paper presented to the Annual Meeting of the American Educational and Research Association. Washington DC: ERIC Clearinghouse on Higher Education.

Woo, D. (1997). Asian Americans in higher education: Issues of diversity and engagement. *Race, Gender and Class, 4,* 122-143.

Wood, T., & Sherman, M. (2001). Is campus racial diversity correlated with educational benefits? *Academic Questions, 12,* 72-88.

Worthington, R., Navarro, R., Lowey, M., & Hart, J. (2008). Color-blind racial attitudes, social dominance orientation, racial-ethnic group membership and college students' perceptions of campus climate. *Journal of Diversity in Higher Education, 1*, 8-19.

Wu, F. (2002). *Yellow: Race in America beyond Black and White.* New York, NY: Basic Books.

Yeh, T. (2007). Issues of college persistence between Asian and Asian Pacific American students. In A. Seidman (Ed.), *Minority student retention: The best of the Journal of College Student Retention* (pp. 149-164). Amityville, NY: Baywood Publishing Company, Inc.

Zemke, R., & Kramlinger, T. (1985). *Figuring things out*. Reading, MA: Addison-Wesley.

Appendix A

Demographic Data Form

Please complete the following demographic information.

1. **Gender:** ○Male ○Female ○Other

2. **Classification**: ○Freshman ○Sophomore ○Junior ○Senior

3. **Grade Point Average** (please estimate your current GPA):
   _____

4. **Age** ○17-18 ○19-21 ○22-24 ○older than 24

5. **Were you born in the United States?**
   ○Yes ○No

6. **Where do you currently live?**
   ○ On campus
   ○ Off campus, alone or with friends/roommates
   ○ Off campus, with my parent(s)/guardian(s)
   ○ Off campus, with my spouse/partner/children

7. **How would you characterize your enrollment?**
   ○ Fulltime (12 hours +)
   ○ Part-time (less than 12 hours)

Appendix B

Campus Connectedness Scale

For each of the following items, indicate the extent to which you have experienced the feeling or situation at this university. Please use the following ratings:

	Strongly Disagree	**Disagree**	**Slightly Disagree**	**Slightly Agree**	**Agree**	**Strongly Agree**
	1	**2**	**3**	**4**	**5**	**6**
1. There are people on campus with whom I feel a close bond	1	2	3	4	5	6
2. I don't feel that I really belong around the people I know on campus.	1	2	3	4	5	6
3. I feel that I can share personal concerns with other students.	1	2	3	4	5	6
4. I am able to make connections with a diverse group of people.	1	2	3	4	5	6
5. I feel so distant from other students.	1	2	3	4	5	6
6. I have no sense of togetherness with my peers.	1	2	3	4	5	6
7. I can relate to my fellow classmates.	1	2	3	4	5	6
8. I catch myself losing all sense of connectedness with college life.	1	2	3	4	5	6

9. I feel that I fit right in on campus.	1	2	3	4	5	6
10 There is no sense of brotherhood/sisterhood with my college friends.	1	2	3	4	5	6
11. I don't feel related to anyone on campus.	1	2	3	4	5	6
12. Other students make me feel at home on campus.	1	2	3	4	5	6
13. I feel disconnected from campus life.	1	2	3	4	5	6
14. I don't feel I participate with anyone or any group.	1	2	3	4	5	6

Appendix C

Cultural Congruity Scale

For each of the following items, indicate the extent to which you have experienced the feeling or situation at this university. Please use the following ratings:

Strongly Disagree	**Disagree**	**Slightly Disagree**	**Neutral**	**Slightly Agree**	**Agree**	**Strongly Agree**
1	**2**	**3**	**4**	**5**	**6**	**7**

_____ 1) I feel that I have to change myself to fit in at this university.

_____ 2) I try not to show the parts of me that are "ethnically" based.

_____ 3) I often feel like a chameleon, having to change myself depending on the ethnicity of the person I am with at school.

_____ 4) I feel that my ethnicity is incompatible with other students.

_____ 5) I can talk to my friends at school about my family and culture.

_____ 6) I feel I am leaving my family values behind by going to college.

_____ 7) My ethnic values are in conflict with what is expected at school.

_____ 8) I can talk to my family about my friends from college.

_____ 9) I feel that my language and/or appearance make it hard for me to fit in with other students.

_____ 10) My family and college values often conflict.

_____ 11) I feel accepted at college as an ethnic minority.

_____ 12) As an ethnic minority, I feel as if I belong on this campus.

_____ 13) I can talk to my family about my struggles and concerns at college

Appendix D

University Environment Scale

For each of the following items, indicate the extent to which you have experienced the feeling or situation at this university. Use the following ratings:

Strongly Disagree	Disagree	Slightly Disagree	Neutral	Slightly Agree	Agree	Strongly Agree
1	2	3	4	5	6	7

_____ 1) Class sizes are so large that I feel like a number.

_____ 2) The library staff is willing to help me find materials/books.

_____ 3) University staff have been warm and friendly.

_____ 4) I do not feel valued as a student on campus.

_____ 5) Faculty have not been available to discuss my academic concerns

_____ 6) Financial aid staff has been willing to help me with my financial concerns.

_____ 7) The university encourages/sponsors ethnic groups on campus.

_____ 8) There are tutoring services available for me on campus.

_____ 9) The university seems to value minority students.

_____ 10) Faculty have been available for help outside the class.

_____ 11) The university seems like a cold, uncaring place to me.

_____ 12) Faculty have been available to help me make course choices.

_____ 13) I feel as if no one cares about me personally on this campus.

_____ 14) I feel comfortable in the university environment.

Appendix E

Consent to Participate in Research (Surveys)

You are being invited to participate in a research project conducted by Alison Von Bergen from the Educational Leadership - Higher Education and Cultural Studies Program at the University of Houston. This work is part of a dissertation under the supervision of Dr. Catherine Horn, Associate Professor at the Educational Psychology Department, College of Education.

Your participation is voluntary and you may refuse to participate or withdraw at any time without penalty or loss of benefits to which you are otherwise entitled. You may also refuse to answer any question. Additionally, there are no foreseeable risks of this particular study.

The purpose of this study is to examine Asian American college students' perception of campus climate and sense of belonging at a large diverse institution. **Therefore, this study is exclusively designed for students who identify as being Asian American**. Similarly, all student participants must be undergraduate full time students (enrolled in at least twelve credit hours). If you do not identify as Asian American and are not classified as a fulltime undergraduate student, you are not eligible to participate in this particular study.

You will be one of approximately 150 subjects to be asked to participate in this project. You will be given a survey that should take approximately 20 minutes to complete. The survey will be distributed and accessible electronically.

Your participation in this project will be kept confidential within legal limits, and your responses will be anonymous. Your name will not be recorded on the survey. Please do not write your name on any of the research materials to be returned to the principal investigator.

While you will not directly benefit from participation, your participation may help investigators better understand how to better support Asian American college students. Participation in this project is voluntary and the only alternative to this project is non-participation.

The results of this study may be published in professional and/or scientific journals. It may also be used for educational purposes or for professional presentations. However, no individual subject will be identified.

ANY QUESTIONS REGARDING YOUR RIGHTS AS A RESEARCH SUBJECT MAY BE ADDRESSED TO THE UNIVERSITY OF HOUSTON COMMITTEE FOR THE PROTECTION OF HUMAN SUBJECTS (713-743-9204).

Principal Investigator: Alison Von Bergen, Signature of Principal Investigator:

Appendix F

Consent to Participate in Research (Interviews)

You are asked to participate in a research project conducted by Alison Von Bergen from the Educational Leadership - Higher Education and Cultural Studies Program at the University of Houston. This work is part of a dissertation under the supervision of Dr. Catherine Horn, Associate Professor at the Educational Psychology Department, College of Education.

Your participation is voluntary and you may refuse to participate or withdraw at any time without penalty or loss of benefits to which you are otherwise entitled. You may also refuse to answer any question. Additionally, there are no foreseeable risks of this particular study.

The purpose of this study is to examine Asian American college students' perception of campus climate and sense of belonging at a large diverse institution. **Therefore, this study is exclusively designed for students who identify as being Asian American**. Similarly, all student participants must be full time students (enrolled in at least twelve credit hours). If you do not identify as Asian American and are not classified as a fulltime student, you are not eligible to participate in this particular study.

You will be one of 4 subjects to be asked to participate in this interview portion of the project. If you volunteer to participate in this phase of the study, the researcher will ask you to participate in one 60 minute semi-structured interview. The interview questions will focus on you perceptions and experiences with the campus climate here at The University of Houston.

If you consent to participate in this study, please indicate whether you agree to be audio taped during the study by checking the appropriate box below. If you agree, please also indicate whether the audio tapes can be used for publication/presentations.

- ☐ I agree to be audio taped during the interview.
- ☐ I agree that the audio tape(s) can be used in publication/presentations.
- ☐ I do not agree that the audio tape(s) can be used in publication/presentations.
- ☐ I do not agree to be audio taped during the interview.

Your participation in this project will be kept confidential within legal limits, and your responses will be anonymous. Your name will not be recorded on the survey. It will be disclosed only with your permission or as required by law. Every effort will be made to maintain the confidentiality of your participation in this project.

While you will not directly benefit from participation, your participation may help investigators better understand how to better support Asian American college students. Participation in this project is voluntary and the only alternative to this project is non-participation. The results of this study may be published in professional and/or scientific journals. It may also be used for educational purposes or for professional presentations. However, no individual subject will be identified.

SUBJECT RIGHTS

1. I understand that informed consent is required of all persons participating in this project.
2. All procedures have been explained to me and all my questions have been answered to my satisfaction.
3. Any risks and/or discomforts have been explained to me.
4. Any benefits have been explained to me.
5. I have been told that I may refuse to participate or to stop my participation in this project at any time before or during the project. I may also refuse to answer any question.
6. ANY QUESTIONS REGARDING MY RIGHTS AS A RESEARCH SUBJECT MAY BE ADDRESSED TO THE UNIVERSITY OF HOUSTON COMMITTEE FOR THE PROTECTION OF HUMAN SUBJECTS (713-743-9204). ALL RESEARCH PROJECTS THAT ARE CARRIED OUT BY INVESTIGATORS AT THE UNIVERSITY OF HOUSTON ARE GOVERNED BY REQUIREMENTS OF THE UNIVERSITY AND THE FEDERAL GOVERNMENT.
7. All information that is obtained in connection with this project and that can be identified with me will remain confidential as far as possible within legal limits. Information gained from this study that can be identified with me may be released to no one other than the principal investigator and his faculty sponsor. The results may be published in scientific journals, professional publications, or educational presentations without identifying me by name.

I HAVE READ (OR HAVE HAD READ TO ME) THE CONTENTS OF THIS CONSENT FORM AND HAVE BEEN ENCOURAGED TO ASK QUESTIONS. I HAVE RECEIVED ANSWERS TO MY QUESTIONS. I GIVE MY CONSENT TO PARTICIPATE IN THIS STUDY. I HAVE RECEIVED (OR WILL RECEIVE) A COPY OF THIS FORM FOR MY RECORDS AND FUTURE REFERENCE.

Study Subject (print name):
Signature of Study Subject:
Date:

I HAVE READ THIS FORM TO THE SUBJECT AND/OR THE SUBJECT HAS READ THIS FORM. AN EXPLANATION OF THE RESEARCH WAS GIVEN AND QUESTIONS FROM THE SUBJECT WERE SOLICITED AND ANSWERED TO THE SUBJECT'S SATISFACTION. IN MY JUDGMENT, THE SUBJECT HAS DEMONSTRATED COMPREHENSION OF THE INFORMATION.

Principal Investigator: Alison Von Bergen- Graduate Student
Signature of Principal Investigator: Date:

Appendix G

Recruitment Email for Interviews

Dear Student,

I am a doctoral student within the Educational Leadership - Higher Education and Cultural Studies Program at the University of Houston and am seeking student volunteers to participate in a research project that is part of my dissertation. The purpose of this study is to examine Asian American college students' perception of campus climate and sense of belonging at a large diverse institution. Therefore, this study is exclusively designed for students who identify as being Asian American and were born within the United States. Similarly, all student participants must be full time students (enrolled in at least twelve credit hours). If you do not meet these criteria, unfortunately you are not eligible to participate in this particular study.

If you decide to volunteer to participate in this study, I will ask you to participate in one 60 minute semi-structured interview. The interview questions will focus on you perceptions and experiences with the campus climate here at The University of Houston. Your participation is voluntary and you may refuse to participate or withdraw at any time without penalty. You may also refuse to answer any question and still remain in the study.

Additionally, there are no foreseeable risks of this particular study. Any information that is obtained in connection with this study and that can identify you will remain confidential. It will be disclosed only with your permission or as required by law. Every effort, including the use of pseudonyms, will be made to maintain the confidentiality of your participation in this project. While you will not directly benefit from participation, your participation may help investigators better understand how to better support Asian American college students. The results of this study may be published in professional and/or scientific journals. It may also be used for educational purposes or for professional presentations. However, no individual subject will be identified.

If you are interested in participating in this study please email me at avonbergen@uh.edu with your name and contact information so that we can set up a time to meet that is convenient with your schedule. Any questions regarding your rights as a research subject may be addressed to the University of Houston Committee for the Protection of Human Subjects at 713-743-9204.

Thanks for your consideration!

Alison Von Bergen

Appendix H

Description of Study for SONA

This current study is part of a doctoral dissertation research project within the Educational Leadership - Higher Education and Cultural Studies Program at the University of Houston. This study strives to enhance the understanding of the Asian American college experience. In order to help Asian American students have a positive college experience, college administrators must understand Asian American students' perceptions of campus climate and how this may influence their college experience. All students must feel they are a valued member of the institution; students' sense of belonging towards their campus is an important factor to assess as this can impact their overall satisfaction and success with their entire college experience (Cress & Ideka, 2003; Gurin, Dey, Hurtado, & Gurin, 2002). This study seeks to answer the question, "How do the perceptions of the campus climate affect Asian American college students' sense of belonging on a campus with a diverse student body?"

As the purpose of this study is to examine Asian American college students' perception of campus climate and sense of belonging, therefore, this study is exclusively designed for students who identify as being Asian American and were born within the United States. Similarly, all student participants must be full time students (enrolled in at least twelve credit hours). If you do not meet these criteria, unfortunately you are not eligible to participate in this particular study.

If you decide to participate in this study, you will be asked to respond to a survey. The survey will include a consent form, describing the study, a demographic sheet and three scales consisting of 41 questions. These three scales assess Asian American students' thoughts and perceptions about the campus climate, their sense of belonging and feelings on how their culture fits in with the university culture. The scales will consist of statements requiring participants to respond using a Likert scale to indicate how well an item describes the students' attitudes or thoughts. This project has been approved by the University of Houston Committee for the Protection of Human Subjects (713) 743-9204. Thanks for your consideration!

Alison Von Bergen

Appendix I

Series of Analyses of Variances

3 x 2 ANOVA for Effects of Study Variables on Gender

Dependent Study Variables		*df*	*SS*	*MS*	*F*	*p*
University Experience Scale	Between Groups	1	7.65	7.65	0.05	0.82
	Within Groups	114	16898.10	148.23		
	Total	115	16905.75			
Cultural Congruity	Between Groups	1	62.37	62.37	0.43	0.51
	Within Groups	114	16558.83	145.25		
	Total	115	16621.20			
Sense of Belonging	Between Groups	1	4.52	4.52	0.03	0.87
	Within Groups	114	20134.24	176.62		
	Total	115	20138.76			

3 x 4 ANOVA for Effects of Study Variables on Classification

Dependent Study Variables		*df*	*SS*	*MS*	*F*	*p*
University Experience Scale	Between Groups	3	1027.95	342.65	2.42	0.70
	Within Groups	112	15877.81	141.77		
	Total	115	16905.75			
Cultural Congruity	Between Groups	3	430.51	143.50	0.99	0.40
	Within Groups	112	16190.69	144.56		
	Total	115	16621.20			
Sense of Belonging	Between Groups	3	1239.67	413.22	2.45	0.07
	Within Groups	112	18899.10	168.74		
	Total	115	20138.76			

3 x 4 ANOVA for Effects of Study Variables on Age

Dependent Study Variables		*df*	*SS*	*MS*	*F*	*p*
University Experience Scale	Between Groups	3	730.03	243.35	1.69	0.17
	Within Groups	112	16175.72	144.43		
	Total	115	16905.75			
Cultural Congruity	Between Groups	3	1080.13	360.04	2.60	0.06
	Within Groups	112	15541.07	138.76		
	Total	115	16621.20			
Sense of Belonging	Between Groups	3	1018.69	339.56	1.99	0.12
	Within Groups	112	19120.07	170.72		
	Total	115	20138.76			

3 x 4 ANOVA for Effect of Study Variables on Residential Status

Dependent Study Variables		*df*	*SS*	*MS*	*F*	*p*
University Experience Scale	Between Groups	3	441.10	147.03	1.00	0.40
	Within Groups	112	16464.65	147.01		
	Total	115	16905.75			
Cultural Congruity	Between Groups	3	221.63	73.88	0.51	0.68
	Within Groups	112	16399.57	146.43		
	Total	115	16621.20			
Sense of Belonging	Between Groups	3	100.97	33.66	0.19	0.90
	Within Groups	112	20037.79	178.91		
	Total	115	20138.76			